What is a Capstone?
The Capstone is the culminating general education course at Portland State University. The Capstone course has three primary objectives:

- allow students to apply their area(s) of expertise to real issues and problems;
- to give students experience working in an interdisciplinary team context;
- to empower students to become actively engaged in their community.

Capstone courses are designed to build cooperative learning communities among students and contribute to student success. Students are required to engage in their type of community-based learning in order to enhance their ability to communicate and interact with diverse populations, as well as to further their capacity to think critically about the social, cultural, economic and environmental issues facing our society. Placement sites vary significantly, including educational institutions (a wide range of school systems), environmental organizations, for-profit businesses, on-campus organizations, and government and social service agencies.

A University Studies Capstone consists of a course or course series totaling 6 credit hours. Each Capstone team of students develops a strategy to address a problem or concern in the community and implements this strategy over one, two or three quarters of work. Each Capstone experience will be designed in accordance with the educational objective of the course and the community issue being addressed.

Do I Need to Take a Capstone?

If you choose to follow the General Education curriculum, you will be required to complete a Senior Capstone. See an advisor in the UASC office, SMC 425, (503) 725-4005, to discuss your options and to choose the plan which best suits your educational needs. Students who miss the first class session and fail to notify the instructor may be dropped from the course. If you have been accepted into the University Honors Program, you will not be required to take a Capstone course.

How Do I Register for a Capstone?

For Capstones with course registration numbers (CRN) listed in the class schedule, you can register as you would for any other Portland State course.
Capstone Courses Beginning Summer 2010:

**CAP: ACCESS TO EDUCATION (CRN 82417)**

*Access to Education: Creating College Access for Low - Income Youth*

Leah Cronn, cronn@pdx.edu

This Capstone explores a variety of issues related to equal access to education, including language barriers, bilingual education, No Child Left Behind, school funding, standardized testing, curriculum choices, cultural differences, and lack of health care, among others. The community partner for this course is Marathon Education Partners, (www.marathoneducationpartners.org) a Portland based non-profit organization, founded in 2002, that brings together over 75 low-income children (Scholars) with over 100 adults (Partners) in the community who are committed to helping these Scholars reach their goal of a college education. Scholars are selected for the program through a rigorous process of teacher/principal/community and parent recommendations, interviews, grades, and a need for financial aid. Scholars enter the program in the fourth grade and remain in the program, paired with Partner, for 10 years. Most of the Scholars are minorities, immigrants and refugees.

PSU students in this Capstone will play an integral part in the growth and development of Marathon Education Partners. Students may be involved in 1) designing a more formalized educational program for Scholars involved in the program, 2) developing a more structured partnership program between Scholars and their Partners, 3) proposing other community partners for Marathon to enhance its program offerings, 4) implementing other program proposals, and/or 5) directly working with Scholars through participation in recreational, cultural and volunteer activities. Please contact Leah Cronn at cronn@pdx.edu for more information.

**CAP: ADDRESS FOOD GAP P:EAR (CRN 82418)**

*Addressing the Food Gap at p:ear*

Sarah Dougher, sarahdougher@gmail.com

p:ear is a downtown Portland organization that engages homeless and transitional youth, 15-24, using mentorship and the tools of education, art and recreation. p:ear's Kitchen and Food program provides hands-on training for youth in the areas of food preparation, nutrition, and the economics of eating. This capstone will partner with p:ear to engage students in scholarship about food culture, social justice and sustainability, developing independent research about homeless adolescents and food insecurity. Students will forge new relationships with food providers in the region to support p:ear's work, and determine other appropriate modes of engagement with the organization.

**CAP: AFRICAN OVERSEAS GHANA (AFRICAN STUDIES CAPSTONE) (CRN 82491)**

*African Studies Overseas Experience: Ghana*

Kofi Agorsah, agorsahe@pdx.edu

This six credit summer 2010 program will offer students opportunities to experience aspects of African history and culture through the lens of the Ghanaian cultural experience. The program has three main components, which overlap in many ways: Academic Experience, students participate in talks, seminars and demonstrations on traditional social, political and religious expressions, to be given by academic and traditional specialists of both rural and urban Ghana; also undertake a field project on an approved topic or subject based on direct interaction, interviews, archival, museum and/or library research; Cultural/Learning Experience - will provide opportunities for first-hand interaction with traditional leaders office bearers, chiefs, queens and queen mothers; Historical/ Learning Experience this will involve participation in educational excursions and practical field experience of historical and traditional cultural sites such as museums, shrines and historical towns.

**CAP: APPLICATIONS OF SOCIAL MKT (CRN 81580)**

*Applications of Social Marketing*

Suzanne Atkin, satkin@workplaceharmony.com

Social Marketing adopts the same marketing principles that are used to sell products to consumers to "sell" ideas, attitudes and behaviors. Social Marketing seeks to influence social behaviors to benefit the target audience and the general community. Like commercial marketing, the primary focus is on the consumer--on learning what people want and need rather than trying to persuade them to buy what we are producing. Rather than dictating the way that information is to be conveyed to the community, researchers are learning to listen to the needs and desires of the community citizens themselves, and build community programs from there.

This class focuses on that process by attempting to integrate students into the community by way of a community partner, the needs of the community, and addressing attitudes and behaviors.

**CAP: ARE WE TOO VIOLENT (CRN 82425)**

*The roots of violence and strategies to decrease it in cultures around the world*

DeEtte Beghtol Waleed, deettebw@gmail.com

Our world is increasingly affected by violence-shootings in schools and on military bases, mass killings, gang violence, domestic violence, civil wars using child soldiers, even our children's cartoons. This course examines the roots of violence and its effects on our culture and other cultures.

Using web-based software, students will interview individuals working to overcome violence in developing countries, and will produce video files which will be presented to Mercy Corps International to enhance their work in conflict resolution.
CAP: ART AND SOCIAL CHANGE (CRN 81586)
Teaching Art and Social Change
Conrad Schumacher, cnarroti@earthlink.net
Some of the essential questions driving the curriculum of this Capstone are: How can Art be a force for social change? What is change and how does it occur? What models of thinking do we use to reflect and structure models of change? What limits, if any, should there be to how we, how Art affects change? What are the differences between change and voice? What are the differences between protest and change? How do Change and Art intertwine and affect our lives? What models of change should we choose and when? And, in the spirit of Paul Loeb and John Steinbeck, When if ever are we NOT responsible for one another? Here's the first assignment and "final" exam: Answer these questions- and the "so what?"

The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such "clubs."

This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

CAP: ASSET MAP GIS (CRN 81595)
Asset Mapping with GIS: Empowering Communities
Meg Merrick, dkmm@pdx.edu
This capstone is about empowering communities through the use of asset mapping techniques and geographic information systems (GIS) technology. Students will work with a community partner to identify community assets and assist them in the use of GIS and other technologies that can enable them to strategically set community agendas. Students will be trained in asset mapping techniques as well as geographic information systems. No experience is required. Additional time is required outside of classroom participation.

CAP: CAMP STARLIGHT
Camp Starlight
Vicki Reitenauer, vicr@pdx.edu
*This course is full for the summer term 2010, and no longer accepting additional students*
Students will serve as cabin counselors at Camp Starlight, a project of Cascade AIDS Project (CAP) that provides children infected and affected by HIV/AIDS with a week-long residential camping experience that is safe, accepting, and free of stigma. Students in this course are required to attend several class sessions at PSU before camp (10:00 am - noon on 8/10, 8/11, and 8/12); to be present full-time at camp from Saturday, August 28 to Friday, September 3; and to attend a final class session at PSU on Friday, October 1, from 3:00 - 5:00 pm. Registration in the course requires instructor approval; contact Vicki Reitenauer at 503-725-5847 or email listed above for more information or to begin the registration process.

CAP: CIVIC LEADERSHIP SOC CHANGE (CRN 82719)
Civic Leadership for Social Change
Stephanie (Blackman) Stokamer, stokamer@pdx.edu
Students in this Capstone will build skills leading projects related to food security with Hands On Greater Portland www.handsonportland.org, which provides opportunities for short-term volunteer service. Using the TeamWorks model Hands On has already created, students will participate in a series of volunteer projects related to hunger and create a curriculum to prompt reflection on and understanding of food security issues. Students will produce research briefs and educational materials that can be used by Hands On teams in the future. Class time will also include leadership development in civic affairs. Scheduled class meetings include most volunteer time.

CAP: COLLABORATIONS (CRN 81616 & 81620)
Collaborations: Boys and Girls Club
Heather Petzold, 2hap@comcast.net
This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Meyers Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. An additional 20 hours outside of class time will be required during operating hours. As we are working with youth, a background check will be required as well.

CAP: COMMUNITY GREENWORKS (CRN 81623 & 81608)
COMMUNITY GREENWORKS
Cynthia Carmina Gomez, gomezc@pdx.edu
This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in
the community. Projects and course work will focus on the three areas of sustainability: social equity, the economy and the environment.

**CAP: COSTA RICA (CRN 82385)**

**COSTA RICA**

Celine Fitzmaurice, celine@pdx.edu

This capstone provides an opportunity to learn about Costa Rica and immerse yourself in the culture. The course includes a 2 1/2 week service-learning experience in the city of Turrialba, Costa Rica. In Turrialba, you will conduct daily service in a community-based setting such as a school, orphanage, or social service organization. Evenings will be spent studying Spanish and learning about social, political, economic and environmental issues in Costa Rica. Educational field trips to other parts of Costa Rica will be scheduled during the weekends.

Students MUST fill out an application to enroll in this course. The application deadline is March 5th. Please see the following link for a course flier and application materials: http://oia.pdx.edu/ea/details/international_capstone_costa_rica/

**CAP: CREATIVE INDUSTRIES (CRN 82429)**

**Creative Industries**

Anmarie Trimble, atrimble@pdx.edu, Amy Spreadborough

What is a “creative industry”? From the sciences to the arts, any industry needs creative thinkers. This capstone will explore the diverse nature of creativity in the professional world, specifically the field of advertising and marketing. For this course, students will develop a public outreach campaign to help a local non-profit organization meet its mission. To achieve this goal, students will explore the nature of creative work, consider ways to enhance the process, as well as learn the basics about the research, skills, and methodologies needed to develop an advertising campaign. Students will have the opportunity to immerse themselves in understanding the client's needs and will work as a team-based think-tank with some of Portland's leading creatives, account executives and strategic planners from the advertising industry. As the field of advertising is comprised of individuals from diverse fields and interests, students from any major are welcome. (The non-profit organization that we'll be working with will be announced by end of Spring Term.)

**CAP: CREATIVE REUSE (CRN 82738)**

**Creative Reuse: Sustainability in Afterschool Arts and Art Practices**

Sarah Morgan, sarahnellmorgan@gmail.com

Course Goals: Goals include:

1. Inquiry and critical thinking
   a. Students will learn to use a variety of research methods to understand and develop the justification for their task with Artleta.
   b. Students will reflect on the process of learning, working cooperatively, writing, discussing, creating using documentation methods and inquiry methods developed by Reggio Emilia schools.

2. Communication. Through the process of working in teams to plan, write, design and teach creative reuse curriculum, students will gain an understanding of how to communicate to a specific audience for a practical purpose.

3. Variety of Human Experiences. Students from a variety of majors and backgrounds will bring a range of skills, knowledge, and experience. They will reflect on how they are collaborating and working to improve communication skills with a variety of people. Also in the process of creating a curriculum materials aimed at a wide range of children, they will explore the diversity of Portland’s educational communities.

4. Ethical and Social Responsibility. Students will meet teachers, staff and volunteers who work to improve the environment and teach in creative ways. They will reflect on their role in improving schools and the environment and ways that creative reuse can be applied in their lives as consumers, community member, teachers, parents, and volunteers.

Assignments and activities will include: field trips to SCRAP, Helen Gordon, The Rebuilding Center, The Children’s Museum, The IPRC and the PSU Reuse Center, reading websites/ articles (about reuse, environmental education, learning centers, teaching, ), facilitating an after school art activity in Arleta Elementary’s Sun Program, respond to class and readings through discussion, working with neighborhood schools, creating documentation posters about the classes working processes, researching an artist that creates sustainable art, and creating 2 sustainable art works.

**CAP: DISABILITY & JUSTICE (CRN 82423)**

**Disability and Justice**

Mary Oschwald, oschwald@pdx.edu

The Disability and Justice Capstone course focuses on Disability and the human rights of people with disabilities. Understanding Disability from a social justice model, rather than a medical or deficits model, reframes Disability as an interaction between people and their environment. Student service learning will take place at the MacDonald Center, a long-time community partner that serves people with disabilities who are living in poverty. Service learning activities will include individual work and co-facilitation of therapeutic and educational groups. Capstone students will complete an oral history project where they will interview community members. Students may have the chance to publish these stories and interviews in the community-based newspaper, Street Roots.
CAP: EDUCATIONAL EQUITY (CRN 81590)

Upward Bound
Deborah Smith Arthur, debs@pdx.edu
This Capstone explores a variety of issues related to educational equity, including culturally-specific and multi-cultural programming, segregation, school funding, standardized testing, curriculum choices, language and bilingual education, among others. Our community partner is the Upward Bound Summer Program, here on the PSU campus. The Upward Bound program is designed to enhance the educational opportunities of low-income high school students. Upward Bound is a year-round program designed to improve students' academic and study skills in high school, to develop their career and educational plans, and to help them succeed in higher education. (www.ubets.pdx.edu). Students in this Capstone will work in various ways to support the mission and the students of the Upward Bound summer program. Community-based learning may include being a teaching assistant in classes, tutoring students one-on-one, and participating in field trips, recreational, cultural and volunteer activities. Course texts include: Ayers, William (et.al.), ed. City Kids, City Schools: More Reports From the Front Row The New Press (2008), and a course reading packet, generally costing $50. Both of these texts are also placed on reserve in the PSU Library.

Please contact the Instructor upon registration so you can receive important additional information.

CAP: EFFECTING CHANGE (CRN 81600)

Effecting Change
Vicki Reitenauer, vicr@pdx.edu
In this course, each student will explore what it means to work for community change by engaging in a committed community service experience of at least 3 hours per week with a community partner of her/his choice and exploring the meaning of that work through reflection, dialogue, readings, activities, and collaborative projects. This course is intended to allow students with longstanding volunteer commitments to continue those commitments in the fulfillment of their Capstone requirement, although students new to community service are welcome in the course as well. Students will enter the course with their community partners chosen and their work plans developed and approved by a representative of their community partner, in consultation with the instructor. Registration in the course requires instructor approval; contact Vicki Reitenauer at 503-725-5847 or email listed above for more information or to begin the registration process.

CAP: ENVIRON ACTIVISM IN MEXICO (CRN 82383)

Environmental Activism in Oaxaca, Mexico August 28 - Sept 11, 2010, 6 credits
Michael Taylor and Jack Corbett, motaylor@pdx.edu
Following three campus class sessions in July and August, students will spend two weeks in the southern state of Oaxaca, Mexico. This international capstone explores sustainability and environmental activism in Oaxaca, Mexico. Given the increasing interconnectedness between Mexico and the United States we want to understand how Mexican families and communities demonstrate environmental awareness and ultimately begin to make behavioral choices by opting for sustainable approaches to everyday activities of living. Specifically this course will assess how urban and rural households address efforts to sustain clean water, local food production, and a healthy environment in the face of political and economic changes contributing to a declining quality of life and increased migration. The capstone provides students an opportunity to work with community members in rural and urban settings in support of efforts to secure sustainability through innovation as well as the conservation of tradition. Students live with local families in Oaxaca City, participate in daily language classes and travel on public transportation to rural communities.

CAP: ENVIRON ED NATV AMER LENS (CRN 81601)

Environmental Education through Native American Lenses
Judy Bluehorse Skelton, judybluehorse@comcast.net
What are Native American perspectives and how can they inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and your relationships with the environment?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. In collaboration with our community partner, the Native American Youth & Family Center, students will further develop their own skills and understanding for incorporation into their final class projects, and in their everyday lives.

CAP: ENVIRON JUSTICE (5 WEEKS) (CRN 82420)

Environmental Justice
Linda A. George, georgeL@pdx.edu
This capstone will work with one or more community organizations concerned with health impacts of toxins in the environment. We will be focusing our work on environmental justice issues, i.e. where there are disproportionate impacts of environmental pollution on disadvantaged communities. Our work will involve environmental science, public education and communication.

CAP: GIRL POWER (CRNS 81603 & 81613)

Girl Power
Sally Eck, ecks@pdx.edu
In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project this term is to coordinate a series of "rap sessions" with
local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

**CAP: GIRL'S ROCK CAMP (CRN 82414)**  
**Girls' Rock Camp**  
Molly Gray, mcg@pdx.edu  
The Rock & Roll Camp for Girls is a local non-profit organization that works to build girls’ self-esteem through musical & performance mentorship as well as empowers/prepares young women of diverse backgrounds for leadership roles within their communities. Students in this Capstone will examine contemporary social issues related to the lives of girls today, as well as participate in Rock Camp programming & the creation of a final communication plan to secure on-going community support & sustainability for the camp.

**CAP: GRANTWRITING NW EARTH INS (CRN 82594)**  
**Non-Profit Grant Writing: Northwest Earth Institute**  
Victoria Pohl, parkerv@pdx.edu  
With the intention of producing funding for support of its educational offerings in sustainability, this class will partner with the Northwest Earth Institute. Utilizing best practices for grant writing, students will find and study likely funders for this organization, will prepare grant cycle files for NWEI and write submission-ready proposals based on sound research. Through the process of seeking legitimate funding for NWEI, students will learn to differentiate funding sources, process research, assess needs and utilize the language of effective proposals. Northwest Earth Institute will gain access to sources of funding and potential funds that match their goals and mission. The Northwest Earth Institute is recognized as a national leader in the development of innovative programs that encourage individuals and organizations to protect ecological systems while strengthening the quality of our lives. Founded in Portland, Oregon in 1993, the Northwest Earth Institute has engaged more than 100,000 people in discussion courses. Several dozen universities and colleges have offered NWEI programs as part of sustainability initiatives.

NWEI currently offers eight discussion guides, any of which can be offered as part of sustainability education initiatives:  
Sustainable Systems at Work  
Global Warming: Changing Course  
Choices for Sustainable Living  
Menu for the Future  
Voluntary Simplicity  
Discovering a Sense of Place  
Reconnecting With Earth, and  
Healthy Children, Healthy Planet

**CAP: GRANT WRITING NATIVE AMER (CRN’s 81878 and 81990)**  
**Grantwriting for Native American Preservation**  
Beth Aileen Lameman (Dillon), beth@bethaileen.com  
Grants support Native American cultural preservation by funding educational and archival programs. In this course you will learn grant writing skills by developing real proposals for a Native American related non-profit. Wisdom of the Elders, Inc. is a not for profit corporation committed to Native American cultural preservation, education, and race reconciliation. Working in collaboration with diverse cultural organizations and educational institutions, WOTE records and preserves oral tradition and cultural arts of exemplary indigenous elders, historians, storytellers and song carriers. WOTE shares these teachings with younger generations of Native Americans as well as public audiences of all cultures via the Wisdom of the Elders Radio series, the Turtle Island Storytellers Network online speaker's bureau for Native American oral cultural artists, and the Northwest Indian Storytellers Association.

**CAP: GRANTWRITING NON-PROFITS (CRN 81589)**  
**Grantwriting for Non Profit Organizations: Portland Actors Ensemble**  
Judy Patton, pattonj@pdx.edu  
Students in this Capstone course partner with the Portland Actors Ensemble (http://www.portlandactors.com/). Class uses an experiential approach: that is, students learn to write compelling grant proposals by engaging in the process of writing actual proposals to be used by PAE in its pursuit of funding.

**CAP: HEALTH AND MIGRATION MEXICO (CRN 82384)**  
**Health and Migration in Oaxaca, Mexico**  
Margaret Everett, b5me@pdx.edu  
Following on-campus class sessions in July and August, students spend two weeks in the southern state of Oaxaca, Mexico, where they learn about important health issues, health care, and how migration impacts health on both sides of the border. We place particular emphasis on food and nutrition, as this population is rapidly experiencing a “nutrition transition” to a diet high in processed fats, sugars and carbohydrates, and is experiencing rapidly growing rates of chronic diseases. We work with a community partner to assist them with their work in the area of child nutrition. While in Oaxaca, we also visit rural communities, speak with doctors and others with experience in rural health, visit the food bank and local markets to learn about food security and the local diet, and meet with others working in migrant services. Students live with local families in Oaxaca City, and participate in daily language classes.
CAP: IMMIGRATION IN WORKFORCE (CRN’s 81619 and 81618)

Immigration & Workforce
Andrew Reed, ReedA@pdc.us
Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc. Outside of class, students develop and edit ESL curriculum, and/or teach ESL classes, deliver other services for immigrants as they transition to life in the United States.

CAP: INTERPRET OF SUSTAINABILITY (CRN 81635)

Interpretation of Sustainability
Stephanie Wagner, stephanie@tryonfriends.org
Many businesses and organizations, including Oregon State Parks, have developed progressive plans to move their organizations toward a more sustainable society. Oftentimes these sustainable practices are not shared with the public. This class will investigate the sustainability action plans from a variety of organizations. Students will then develop interpretive programs or exhibits, for Tryon Creek State Park, crafted to inform park visitors and inspire them toward adopting personally sustainable behaviors. Participants will also receive Oregon Parks and Recreation Department Core Interpretive Training Certification.

CAP: JUVENILE JUSTICE (CRN 81610)

Juvenile Justice
Deborah Smith Arthur, debs@pdx.edu
This Capstone partners with the Multnomah County Department of Community Justice Juvenile Services Division. Through your work in the community, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks are required for participation in this Capstone. Please contact the Instructor prior to registration, at email listed above. Course texts include: Ayers, William, A Kind and Just Parent: The Children of Juvenile Court Beacon Press, June 1998 ISBN # 978-0807044032 and a course packet, generally costing $50. Both of these texts are also placed on reserve in the PSU Library.

CAP: LNKNG GENERATNS (CRN 81593)

Linking the Generations, Communication, Aging and Society
Cindy Koonz, teachcin16@hotmail.com
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Check blackboard upon registration to complete paperwork prior to start date. Processing can delay work in the community.

CAP: LRN FROM PERSONS

Learning from Persons with Disabilities (Kiwanis Camp) (Call for CRN's)
mhkc@pdx.edu, http://www.pdx.edu/sped/kiwanis
This Capstone is a two week, live-in course providing outdoor recreation for children and adults with disabilities. With coaching from experienced educators, students form a team of counselors and support campers to enjoy swimming, fishing, canoeing, hiking, adventure activities, art, music, etc. This course is for seniors who want to broaden their repertoire of skills for working with people and their understanding of the personal, social, and economic issues experienced by persons with disabilities in our community. This capstone involves personal teaching and care giving responsibilities. Students must apply to be a counselor and receive department approval to enroll. Students can learn more by visiting the course website at: http://www.pdx.edu/sped/kiwanis and calling (503) 725-3380. Students attend all-day class at PSU on Saturday May 22 from 9am to 4pm and then spend two weeks on-site during the summer living at the campsite with a weekend break Meals and lodging provided. Students can register for this class in either the spring or summer terms.
OU1 May 16, June 19 - July 2
OU2 May 16, July 3 - July 16
OU3 May 16, July 17 - July 30
OU4 May 16, July 31 - August 13

CAP: LRNING GARDEN & CIVIC AFF (CRN 81611)

Learning Gardens and Civic Affairs
Stephanie Stokamer, stokamer@pdx.edu
Students in this Capstone will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. Students will tend the garden and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class will be required. Students fluent in Russian, Spanish, or Vietnamese are encouraged to join the course.
**CAP: MARKETING MICRO ENTERPRISE (CRN 81578)**

Marketing - Micro Enterprises  
JoAnn Siebe, siebeconsulting1@mac.com  
During this Capstone, PSU students will work with the Community Partner as a marketing resource team. During class sessions students will examine literature, film and other resources that speak to different aspects of marketing for micro enterprises. They will discuss the marketing challenges facing these entrepreneurs. Students will work collaboratively on mutually agreed upon projects that are beneficial and satisfying to both PSU and the Community Partner.

**CAP: MARKETING- NON-PROFITS (CRN 81598)**

Marketing - Non-Profits  
JoAnn Siebe, siebeconsulting1@mac.com  
During this Capstone, PSU students will work with the Community Partner as a marketing resource team. During class sessions students will examine literature, film and other resources that speak to different aspects of marketing for non-profit organizations. They will discuss the marketing challenges facing these organizations. Students will work collaboratively on mutually agreed upon projects that are beneficial and satisfying to both PSU and the Community Partner.

**CAP: MARKETING PUBLIC HEALTH (CRN 81634)**

Marketing Public Health  
Debbie Kaufman, kaufmand@pdx.edu  
This course will integrate marketing principles and health issues as we support our community partners with formative research to advance their public health goals. Topics will include: social marketing + social change; ethical issues in social marketing; the role of policy, culture and social norms in public health; customer-centered marketing; theories of behavior change; and how one’s own background and culture impact effectiveness in the work of promoting social change. This Capstone does require group meetings outside of class, as well as coordinating schedules with our community partners. Instructor approval required.

**CAP: MED GLBL HEALING (CRN's 82748 & 82749)**

Meditation for Global Healing  
Julie Porter, jporter@pdx.edu  
Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and explore the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.

**CAP: MEDIA LITERACY (CRN 81614)**

Media Literacy  
Mark Oldani, oldani@pdx.edu  
Media literacy is the study of the effect that various mediums have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likely hood, occur outside of class time.

**CAP: MEDIEVAL PORTLAND (CRN 82422)**

Medieval Portland  
Anne McClanan, anne@pdx.edu  
Medieval Portland is a fully on-line capstone dedicated to researching and spreading the understanding of real medieval objects housed in Portland area collections. The focus this summer will be to research and produce support materials on ancient and medieval art at the Portland Art Museum for their docent program, and then to use this research as the foundation for making podcasts to teach about these artworks. We will investigate issues such as artistic technique, the history of collecting, and the religious and cultural meanings of these works. No background in art history is needed, but strong research and writing skills are a must. After registering for the class, please contact the instructor to set up an appointment.

**CAP: MIGRANT CHILDREN (CRN 82422)**

Migrant Children  
Sam Gioia, gioia@pdx.edu  
This class will involve PSU students as assistants in diverse classrooms that include many Latino children and children from migrant families in the Forest Grove area during a summer school sponsored by Forest Grove School District. Capstone students will meet in their PSU classroom Tuesdays and Thursdays from 2 to 4:40 to learn about the cultural and academic dynamics that affect the education of these children. Topics will include: immigration, the history of Latino’s in the US and in Oregon, and the theory and practice of helping children to learn in a language that is not spoken in their homes.

Capstone students do not need to be proficient in Spanish or in teaching skills. They must attend a school training in Forest Grove on the morning of June 18 and be able to assist in a classroom at the summer program in Forest Grove from 8 to 12:30 on one day a week (Monday through Thursday) from June 22 to July 23.

This capstone is open to students from all majors. It provides a particularly rich experience for students majoring in Spanish, Social
Work, Child and Family Studies, International Studies, Education, and the social sciences. Contact the instructor, Sam Gioia (gioia@pdx.edu) for further information on this capstone.

CAP: MULTI MEDIA (CRN’s 81987 & 81988)
Multimedia Production
Robert Bremmer, bremmer@pdx.edu
The Multimedia capstone develops skills in dynamic group communication at multiple levels through learning to build a promotional and/or educational website and blog for a community partner or community issue. We divide into six functional areas: Client Liaison/Research, Content Development, Creative, Technical, Marketing and Coordination. Students interact with the public or client and each other, gather information and knowledge, develop content and design and build the look and feel as well as navigational structure, and make decisions about how best to present the clients needs in a focused manner, and how best to harness technology to develop the project. The marketing component seeks to increase readership and site use. At the conclusion of the class students will possess a journal which shows how they learned and grew through the development of a final product starting from the conceptual idea stage, and will be able to show at least one working URL with web analytics in use within the intended community. Two examples are: www.womenshealthawareness.blogspot.com which was a one term project and www.ecomerge.blogspot.com which is an ongoing online class project. Both these examples have links to additionally built websites. This class is taught in both an on-campus and fully online version.

CAP: MUSEUM OF THE CITY (CRN 81594)
Museum of the City
Chet Orloff, chetorloff@msn.com
The Museum of the City is a virtual museum of cities. A museum currently being created for PSU that students will help operate, its mission is to inform visitors about the design and development of cities past, present, and future. It also shares the University's mission: "Let Knowledge Serve the City." Students in the class will be associate curators, helping create exhibits and social-media content for the electronic galleries of the Museum. While headquartered at PSU, the Museum of the City is an international project, working with partners in over 20 countries worldwide.

CAP: MUSIC IN SCHL (CRN’s 81599 & 81612)
Music in the Schools
Susan Booth Larson, susanblarson@gmail.com
Help with the decline in music education programs in area elementary schools by developing and teaching lessons dealing with music: for example, "The Science of Music", the "History of Music", "Music around the World", or lessons dealing with rhythm, notation, and other musical specifics.

CAP: NATURAL FOOD INDUSTRY (CRN’s 81581 & 81602)
The Natural Food Industry and the Cooperative Business Model
Pedro Ferbel-Azcarate, pferbel@yahoo.com
This Capstone will provide an orientation to the cooperative business model in the natural food industry. Students will gain hands on experience working with the community partner, People's Food Cooperative, on various business related inquiries including financial analyses, marketing studies, and plans for short and long term growth. We will address different business strategies in the natural food industry and for cooperative businesses, specifically, and make the connection to broader themes including health and nutrition, food security and food politics, environmental sustainability, urban design, and community development.

CAP: NATURE IN THE NEIGHBORHOOD (CRN 81596)
Nature in the Neighborhood
Mitch Cruzan, cruzan@pdx.edu
The Nature in the Neighborhood (NITN) project grew out of the needs expressed by PSU students who desired avenues of involvement in local environmental issues, and the needs of local resource management agencies (THPRD, METRO, Portland Parks) that lacked resources to develop inventories and surveys of natural resources in the Portland area. This summer this capstone has been redesigned to serve majors in Biology and ESR. The course content and goals will assume students have an adequate background in ecology. In collaboration with METRO, we will focus our efforts this summer on work with Metro to evaluate factors promoting the spread of invasive false brome, and its impact on native plant communities. We will be developing research questions, designing data collection protocols, contributing to ongoing site monitoring, collecting and analyzing data, and writing final reports on our findings. To accomplish the broader goals of this project we will be forming multiple working groups, the number of which will depend to some degree on the interests and goals of participants in this capstone.

CAP: NEIGH WATERSHEDS (CRN 81624)
Neighborhoods and Watersheds
W. Barry Messer, messerw@pdx.edu
This course is designed to give students an opportunity to learn about and become involved in improving watersheds in urban communities. Students will be introduced to basic concepts and practices related to urban watershed protection and conservation. Students will then directly participate in a community watershed project that will provide a base of experience for furthering the learning and appreciation for the work that goes into maintaining urban watershed health. This Capstone is part of the Community Watershed Stewardship Program, a partnership between PSU and the Bureau of Environmental Services, City of Portland. A main project for the capstone involves the organization of projects and design options for "greening" the PSU campus. In addition, students will work on a neighborhood watershed enhancement project with a community partner. Students will be expected to schedule time working with the
community partner outside of class hours. The amount of time working on the field projects on the PSU campus and in the community will be an average of approximately 6-8 hours/week over the term. The schedule for field project will be decided between the students and the community partner.

**CAP: PERFORM ART UNDERSTND ADVCY (CRN 82424)**
The Performing Arts: Understanding Advocacy
Suzanne Savaria, ekiya@hotmail.com
Speaking about and advocating for the performing arts is possible for everyone. This course will give students a general working knowledge of the history of classical music, drama and dance. In addition, students will learn about the business of putting on a performance and sustaining artistic organizations. Through interviews, reflection and research, students will create a final project which will be presented to an audience of Portland business people and leaders in the arts community with the goal of marketing the performance and creating a deeper appreciation of the art to be performed.

**CAP: PORTLANDS WATER (CRN 81585)**
Portland's Water
Catherine Howells, chowells@pdx.edu
Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop information products for the public.

**CAP: PR FOR NON-PROFITS (CRN 81633)**
Public Relations for Nonprofits
Walt Amacher, wseditor@aol.com
In recognition of the need for governmental agencies and nonprofits to access their constituency, this Capstone provides communications training for a selected organization including the following: formation of an organizational communications program, creation of informational and promotional materials, and practical experience in working with the media. Students will learn basic communication theory and apply it to an organization. In addition to textbook materials and class presentations, this course includes guest lecturers and field trips to media outlets.

**CAP: RESEARCH & SOCIETY (CRN 82720)**
Research and Society
Mitch Cruzan, cruzan@pdx.edu
Are you a Science Major thinking of applying to graduate school?
Complete your senior capstone and develop you post-graduate plans in one course!
This capstone will enable students to translate their experiences and knowledge with science to the public through engagement with local education organizations and museums.

**CAP: RESEARCH EXP SCI MAJORS (CRN 82416)**
Research experience for science majors
Erik Bodegom, Bodegom@pdx.edu
The purpose of this Senior Capstone will be to provide linkages between the student's academic training in the sciences, specifically in physics and the application of this knowledge in the broader community. In particular, students will obtain experience in seeing how to solve real life problems as future scientists and educated citizens.
Please contact Erik Bodegom at (503) 725-3891 or at email listed above.

**CAP: RETURNING VETERANS PROJECT (CRN 82421)**
GRANTWRITING: Returning Veterans Project
Annie Knepler, knepler@pdx.edu
Students in this course will partner with the Returning Veterans Project, a non-profit social service organization that offers free and confidential counseling and other health services to veterans and their families. Through a variety of readings (non-fiction, short stories, news articles) and presentations, students will learn about the needs and circumstances of returning veterans and gain a clear understanding of how the Returning Veterans Project works to address these needs. Students will research and write grant proposals in support of the organization with the goal of helping them to increase their capacity and serve more veterans.

**CAP: SEXUAL & GENDER MIN YOUTH (CRN 81622)**
Sexual & Gender Minority Youth
Molly Gray, mcg@pdx.edu
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia.
CAP: SEXUAL ASSAULT (CRN 81604)
Sexual Assault on the College Campus
Eden Isenstein, eni@pdx.edu
Students in this class will work with the Portland State University Women's Resource Center and their community partners to combat sexual assault. The class will work in teams on projects such as, research, awareness raising/prevention, direct action, and fundraising. Lecture and discussion topics are from a multidisciplinary approach including, advocacy, medical system, criminal justice system, offender management, community response, higher education, and more. By the end of the term students will be able to articulate the definitions and dynamics of sexual violence as well as current issues in the field. Students will also have gained experience and understanding in what it takes to respond to and prevent sexual assault.

CAP: STREET ROOTS (CRN 82595)
Street Roots: Exploring Issues of Homelessness
Colleen Kaleda, colleenkaleda@comcast.net
This course will explore and expose various issues surrounding poverty and homelessness through direct contact with non-profits, businesses, government and the homeless community. Students will research, write and photograph stories for publication in Street Roots, Portland's homeless newspaper. Specific topics will be tailored to student interest and developed in conjunction with the Editor-in-Chief of Street Roots. Subjects may include economic/business impact; social and cultural impacts; mental health; hunger; unemployment; and impacts on women and children.

CAP: SUS FOOD SYSTEM & ED FARM (CRN's 82419 & 81606)
Sustainable Food Systems and Educational Farms
Megan Kupko, greenfarmmama@gmail.com
*Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom. The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at Ecotrust, Zenger Farm and the Oregon Food Bank.

CAP: SUSTAINING OREGON (CRN 81628)
Documenting Sustainability in the Pacific Northwest
James Hillegas, jvhillegas@gmail.com
In 1989, the World Commission on Environment and Development defined sustainable development as "[development that] meets the needs of the present without compromising the ability of future generations." As the 21st century progresses, the concepts of sustainable development and sustainability have become increasingly complex. Partnering with Northwest History Network, this class will explore the idea of sustainability by looking at its historical meaning and document sustainable enterprises in the Willamette Valley through the medium of recorded oral history interviews.

CAP: TUTORING ADULT ESL (CRN's 82426 & 81587)
Tutoring Adult ESL students
Michelle Culley, mculley@pdx.edu
Capstone students will tutor small groups of adult English as a Second Language learners for 2.5-3 hours a week at one or more community colleges in the Portland Area. Capstone students must be proficient speakers of English. Students must contact Michelle Culley (mculley@pdx.edu) prior to registration. Tutoring times will vary and will be assigned on a first come, first serve basis. In addition, all capstone students will meet from 12:45-15:45 every Wednesday on the PSU campus for coursework on ESL strategies and immigration issues.

CAP: TUTOR/MENTOR NAT AM YOUTH (CRN's 81579, 81627, 81626, 82428, 81625, 82427)
Tutor/Mentor Native American Youth
Anmarie Trimble, atrimble@pdx.edu
This capstone course works with the Native American Youth & Family Association (NAYA) to help fulfill its mission of empowering youth via education, community involvement, and cultural programming by creating positive learning experiences. Capstone students will learn and practice tutoring and mentoring high school students as part of NAYA's Summer High School Institute. Capstone students will support NAYA youth in learning various academic disciplines (with a strong emphasis in math and language arts), participate in recreational activities, and possibly attend field trips. No previous tutoring or mentoring experience is needed, and the course is open to all majors. After initial training, PSU students will meet weekly at NAYA (see www.nayapdx.org for location) to work with classroom instructors, youth advocates, and volunteers. Training activities will include tutoring training, as well as discussions on readings exploring Native American culture, educational issues, and service learning. Individual writing assignments include personal reflective projects, and a final reflective narrative. A background check is required of all students in this Capstone. Transportation notice: Students will be responsible for their own transportation to and from NAYA. Public transport is available.
Urban Day Camp: Addressing the Summer Learning Gap Through Literacy Projects
Zapoura Calvert, zapoura@pdx.edu

Since the implementation of the No Child Left Behind Act in 2001, the achievement gap has been at the forefront of discussions about school equity. A significant contributor to the achievement gap is the summer learning gap. A recent (2007) study by the Nellie Mae Foundation indicates that building on existing networks, for example the Capstone service learning network, is one of the best ways to support summer learning programs and to close this gap (Miller 28). Urban Day Camp: Addressing the Summer Learning Gap is designed as a partnership between Portland Parks and Recreation's University Park site, located in North Portland, and Portland State University. The Urban Day Camp is a program serving students from Rosa Parks and Clarendon-Portsmouth that combines educational, enrichment, and recreational opportunities in a supportive, energetic environment.

PSU Volunteer Roles:
PSU students will spend approximately 30 hours of service related to projects for the University Park Community Center. These include (1) curriculum development, (2) direct instruction, and (3) a final project. The teaching, preparing, researching, and documentary expertise gained will be documented in your journals.

Citizen Involvement and Volunteer Monitoring: The Community Lab for Water Quality Education
Mary Ann Schmidt, maryanns@pdx.edu

This class will develop and implement a watershed education event involving community members in the assessment of water quality. Capstone students will put on an interactive learning exhibit at a local community festival - Damascus Days; work with local land owners to obtain water samples; analyze water samples, develop a feedback system to provide volunteers and creek side landowners with information on the quality of their local surface water, and report findings to the Clackamas River Basin Council. This course involves fieldwork, communication of scientific information to a lay audience, and exploration of the role of public education and volunteer mobilization to monitor and improve water quality.

Solid Waste Reduction, Reuse, and Recycling Capstone
Shanna Eller, ellers@pdx.edu
This Capstone partners with public and private organizations in the Portland Metropolitan Region to increase solid waste reduction, reuse, and recycling through community research, education, and outreach. Capstone students may be involved in activities ranging from designing resources to educate residents, to assisting business meet the requirements for mandatory business recycling, to researching how to reduce waste, increase recycling, and implement composting at public events.

Women's Prison Gardens
Sherrie Barger, sherriebarger@gmail.com
Creating a Larger Purpose: Organic Gardens in Women's Prisons
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program for potential stakeholders. Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange.

Students will have the option of visiting the prison garden with instructors outside of scheduled class time. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to visit or volunteer in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Garden visitation is not a requirement of the course. Students choosing not to visit the prison garden will be asked to complete other service work related to the class topic.

Immigration & Workforce
Andrew Reed, areed@pdx.us
Classroom topics will include immigration, sociocultural behavior and issues, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc. Outside of class, students will help to build and/or teach curriculum to help immigrants transition to life in the U.S.
Capstone Courses Beginning Fall 2010:

**CAP: ACCESS TO EDUCATION**

*Access to Education: Providing College Access to Low-Income Youth (CRN 15167)*
Leah Cronn, cronn@comcast.net

This Capstone explores a variety of issues related to equal access to education, including language barriers, bilingual education, No Child Left Behind, school funding, standardized testing, curriculum choices, cultural differences, and lack of health care, among others. The community partner for this course is Marathon Education Partners, ([www.marathoneducationpartners.org](http://www.marathoneducationpartners.org)) a Portland based non-profit organization, founded in 2002, that brings together over 75 low-income children (Scholars) with over 100 adults (Partners) in the community who are committed to helping these Scholars reach their goal of a college education. Scholars are selected for the program through a rigorous process of teacher/principal/community and parent recommendations, interviews, grades, and a need for financial aid. Scholars enter the program in the fourth grade and remain in the program, paired with Partner, for 10 years. Most of the Scholars are minorities, immigrants and refugees.

PSU students in this Capstone will play an integral part in the growth and development of Marathon Education Partners. Students may be involved in 1) designing a more formalized educational program for Scholars involved in the program, 2) developing a more structured partnership program between Scholars and their Partners, 3) proposing other community partners for Marathon to enhance its program offerings, 4) implementing other program proposals, and/or 5) directly working with Scholars through participation in recreational, cultural and volunteer activities. Please contact Leah Cronn at cronn@pdx.edu for more information.

**CAP: ADDRESS FOOD GAP AT P:EAR (CRN 14145)**

*Addressing the Food Gap at p:ear*
Sarah Dougher, sarahdougher@gmail.com

p:ear is a downtown Portland organization that engages homeless and transitional youth, 15-24, using mentorship and the tools of education, art and recreation. p:ear's Kitchen and Food program provides hands-on training for youth in the areas of food preparation, nutrition, and the economics of eating. This capstone will partner with p:ear to engage students in scholarship about food culture, social justice, and sustainability, developing independent research about homeless adolescents and food insecurity. Students will forge new relationships with food providers in the region to support p:ear's work, and determine other appropriate modes of engagement with the organization.

**CAP: ANIMAL AID GRANTWRITING (CRN 15163)**

*Animal Aid: Grant Writing for Wildlife Conservation in Africa*
Kimberly Mukobi, kmukobi@pdx.edu

Students in this Capstone will partner with the local, non-profit organization called the Kasese Wildlife Conservation Awareness Organization ([http://www.kasesewildlife.org](http://www.kasesewildlife.org)) to further its goals of creating wildlife awareness and increasing conservation efforts in Uganda (Africa) through the education of Ugandan communities. Students will participate in the various aspects of grant writing, including locating appropriate funders and ascertaining the needs of the community partner, as well as writing and reviewing grant proposals. The end project will be a portfolio of grant proposals addressing the current needs of the Kasese Wildlife Conservation Awareness Organization.

**CAP: APPL SOCIAL MKTING (CRN 14174)**

*Applications of Social Marketing*
Suzanne Atkin, satkin@workplaceharmony.com

Social marketing adopts the same marketing principles that are used to sell products to consumers to "sell" ideas, attitudes and behaviors. Social marketing seeks to influence social behaviors to benefit the target audience and the general community. Like commercial marketing, the primary focus is on the consumer--on learning what people want and need rather than trying to persuade them to buy what we are producing. Rather than dictating the way that information is to be conveyed to the community, researchers are learning to listen to the needs and desires of the community citizens themselves, and build community programs from there. This class focuses on that process and will partner with the City of Beaverton.

**CAP: BILINGUAL EDUCATION (CRN 14178)**

*Bilingual Education – (3 credits)*
Ann Wales, awales@pdx.edu

This Capstone centers on two community-service components. First, students will volunteer as tutors/classroom aides in the bilingual Spanish/English dual immersion program at a local elementary school. A course requirement will be preparation of two activities for inclusion in a website which will serve as a repository of interactive activities in Spanish. This website, which will serve as a resource for teachers, constitutes the second community-service component of the Capstone. Students must be able to demonstrate oral proficiency in Spanish at the 300 level.

**CAP: BUSINESS OUTR I (CRN 14151)**

*Business Outreach I*
Lara Damon, lara@hsba.pdx.edu

This course is about the role of a small business consultant and how small business really works. It consists of an in-depth mentored consulting project with a small business in the Portland area, augmented by lectures, guest speakers and class discussions.
**CAP: COLLABORATIONS (CRN 14176)**

Collaborations: Boys and Girls

Heather Petzold, 2hap@comcast.net

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

**CAP: COMM EDUCATION NUHS (CRN 14156)**

Community Education

Gloria Totten, totteng@pdx.edu

This capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day during the end of the term - during school hours (8 am to 4 pm). Contact instructor with questions. No special instructor approval required. Blackboard used for all course materials: syllabus, handouts, assignment descriptions, reading materials.

**CAP: COMMUNITY GREENWORKS (CRN 14173)**

Community Greenworks

Cynthia Gomez, gomezc@pdx.edu

This capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy, and the environment.

**CAP: CURR ISSUES PREG & BIRTH (CRN 15166)**

Current Issues in Pregnancy and Birth: Expanding breastfeeding support in the greater Portland area

Carrie Cohen, mayfly77@gmail.com

This capstone will work with the Birthingway Breastfeeding Center in their efforts to expand breastfeeding support in the community. Students will examine the effects of breastfeeding on the health of infants and will help the center assess the challenges and barriers to attaining breastfeeding support that many women face during the immediate post-partum period. Students will devise methods to gather and evaluate information concerning the breastfeeding needs of under-served populations and how to best follow up with mothers to ensure these needs are being met.

**CAP: DOCUMENTING SUSTAINABILITY (CRN 14168)**

Documenting Sustainability in the Pacific Northwest

James Hillegas, jvhillegas@gmail.com

In 1989, the World Commission on Environment and Development defined sustainable development as "[development that] meets the needs of the present without compromising the ability of future generations." As the 21st century progresses, the concepts of sustainable development and sustainability have become increasingly complex. Partnering with Northwest History Network, this class will explore the idea of sustainability by looking at its historical meaning and document sustainable business and cultural practices in the Willamette Valley through the medium of recorded interviews. The focus of the course will change each quarter and has in the past included the death care industry, ranching, logging, urban agriculture, and recycling.

**CAP: EDUCATIONAL EQUITY (CRN 14150)**

Educational Equity

Zapoura Newton-Calvert, zapoura@pdx.edu

The Educational Equity Capstone explores a variety of issues related to educational equity, including early learning, school desegregation, school funding, standardized testing, curriculum choices, and language and bilingual education, among others. The course is designed as a partnership with Portland Parks and Recreation’s University Park Community Center and St. Johns Community Center sites, located in North Portland. Students will volunteer in University Park’s Homework Club program or St. John’s Community Preschool. Serving students from Rosa Parks, Clarendon-Portsmouth, and Peninsula schools, University Park’s Homework Club combines educational, enrichment, and recreational opportunities in a supportive, energetic environment.

PSU students can participate in a variety of service opportunities, including tutoring and mentoring one-on-one with Homework Club students, designing creative and thoughtful activities to help bridge the achievement gap, and participating in Family Night events with kids and families. St. Johns Community Preschool is an early childhood development program for children ages 3-5. Students will participate in mentoring, creating and implementing lesson plans, and working one-on-one with children and parent volunteers. This is a "blended" or "hybrid" course, meaning that in addition to class time, there is an on-line component. Successful completion of background checks is required for participation. Volunteer hours are arranged by each individual student and vary by placement. Preschool volunteer times generally run M-F from 8:45 a.m. - 2:15 p.m., and Homework Club time slots run M-Th, 2:30 p.m. -6:30 p.m.
**CAP: EFF ENV ED (CRN 14137)**

**Effective Environmental Education**

**Stephanie Wagner, stephanie@tryonfriends.org**

The Effective Environmental Education Capstone explores approaches to outdoor education relevant to metropolitan natural areas. Students are trained as naturalists who guide school groups on field trips through Tryon Creek State Park located in southwest Portland. Course material covers local natural history, readings and discussions of approaches to and the importance of outdoor education, and basic steps to establish an effective learning environment. To learn more about the location of the class and programs offered by the Friends of Tryon Creek go to [www.tryonfriends.org](http://www.tryonfriends.org).

**CAP: EFFECTIVE CHANGE AGENT (CRN 14157)**

**Being an Effective Change Agent**

**Heather Petzold, 2hap@comcast.net**

This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies' goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-9401) or e-mail ([2hap@comcast.net](mailto:2hap@comcast.net)) for full details regarding course requirements.

**CAP: ENHANCING YOUTH LITERACY (14159)**

**Enhancing Youth Literacy: Service in K-8 Public Education**

**Zapoura Calvert, zapoura@pdx.edu**

PSU has been partnered with King School since Fall 2002. For the last 7+ years, PSU students have tutored at King with the goal of helping King students meet state and national (NCLB) benchmarks in reading and math, a primary concern of public education in Oregon. King is a Title 1, school-wide funded program, with Title I funds helping to support the entire instructional program. All King students are eligible for free breakfast and lunch. Recent challenges at King include difficulty meeting state benchmarks, especially in math and science, and the recent addition of 6th, 7th, and 8th grades.

PSU students will spend at least 3 hours per week either tutoring on-on-one or in small groups. Tutoring placements may include working as a teacher aide in the classroom, library, ESL, or middle school leadership program. Tutoring hours are generally flexible and range from 8:45 a.m. to 3:00 p.m. M-F. In addition, students will work in small groups to help organize and facilitate a Family Literacy Night for the school.

**CAP: ENVIRON ED NATV AMER LENS (CRN 14144)**

**Environmental Education through Native American Lenses**

**Judy Bluehorse, judybluehorse@comcast.net**

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and you relationships with the environment?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. In collaboration with our community partner, the Native American Youth & Family Center, students will further develop their own skills and understanding for incorporation into their final class projects, and in their everyday lives.

**CAP: EXP MOST GOOD LEAST HARM (CRN 15168)**

**Exploring "Most Good Least Harm"**

**Dani Dennenberg, danihydennenberg@gmail.com**

MOGO stands for doing the "most good, least harm" for ourselves, other people, animals, and planet.

Students will explore keys to living a MOGO life, including:

1. Identifying and living according to personal values
2. Pursuing joy through service
3. Making connections and self-reflecting
4. Modeling a message and working for change
5. Finding and creating community
6. Taking responsibility
7. Striving for balance

Exploration of the MOGO principle will serve as a foundation for the culminating project on behalf of Leave No Plastic Behind.
CAP: GIRL POWER (CRN 14179)
Girlpower
Sally Eck, ecks@pdx.edu
In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women's Community Education Project. Our project this term is to coordinate a series of “rap sessions” with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

CAP: GLBL PDX-AFRCN CHILD (CRN 14136)
Global Portland--African Children
Sam Gioia, gioia@pdx.edu
Through community experience and classroom education capstone students will learn about the academic needs and cultural adjustment of African refugee youth. Students will either support the children in a classroom setting 3-4 hours per week, or lead an after school homework club from 3-5:15 either Mondays and Wednesdays or Tuesdays and Thursdays. PSU classroom education will address the historical and cultural dynamics of African refugees, contemporary issues around refugee resettlement, and the academic challenges that English learners face. This class provides an especially rich experience for pre-education, Social Work, Child and Family Studies, and International Studies majors. Attendance the first week of class is required in order to be part of this capstone. You may contact Sam Gioia for further information email above address.

CAP: GRANTWRITING (CRN 14161)
Grantwriting for Sustainability
Tracy Dillon, dillont@pdx.edu
Students in this capstone will write a grant to support the operations of a nonprofit organization that promotes sustainable practices. You should expect to gain valuable experience with the grant writing process and to produce a "living grant" that you can include in a career development portfolio.
We will have several partners, each with multiple grant writing needs. You can work independently on a single project, or you can team up. All instruction is online, so your time is free to work at your own pace and to meet your community partners occasionally at mutually convenient times.

CAP: GRANTWRITING: Returning Veterans Project
Annie Knepler, knepler@pdx.edu
Students in this course will partner with the Returning Veterans Project, a non-profit social service organization that offers free and confidential counseling and other health services to veterans and their families. Through a variety of readings (non-fiction, short stories, news articles) and presentations, students will learn about the needs and circumstances of returning veterans and gain a clear understanding of how the Returning Veterans Project works to address these needs. Students will research and write grant proposals in support of the organization with the goal of helping them to increase their capacity and serve more veterans.

CAP: GRANTWRITING ENV ADVOCACY (CRN 14154)
Grant writing for Environmental Advocacy
Celine Fitzmaurice, celine@pdx.edu
Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real proposals for a local environmental non-profit. The rich history of citizen-based environmental advocacy in the US will play a central role in class discussions, presentations and reflective writing assignments throughout the term.

CAP: IMMIGRATION/WORKFORCE (CRN 14153)
Immigration & Workforce
Andrew Reed, andy47223@gmail.com
Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development. Students will assist a non-profit workforce development agency called SE Works Inc or Human Solutions. Outside of class, students develop and edit ESL curriculum, and/or teach ESL classes, deliver other services for immigrants as they transition to life in the United States.

CAP: JUVENILE JUSTICE (CRN 14175)
Juvenile Justice
Deborah Arthur, debs@pdx.edu
This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through work in the community, as well as through supportive academic activities, students will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks are required for participation in this Capstone. Please contact the Instructor at above email upon registration.
CAP: LEADERSHIP & MENTORING (CRN 14142)
Developing Leadership, Interpersonal, & Communication Skills through Mentoring in Education
Sarah Bunton, sbunton@pdx.edu
This course explores the social issue of mentoring and educational opportunities and, in doing so, exposes students to leadership development, theory, and skills. During service activities like tutoring at mentoring at the Harriet Tubman Leadership Academy for Young Women (a college preparatory school and the community partner for the course) PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at the school for a minimum of 20 hours for the term and using those experiences as a foundation for discussion and reflection will explore issues like educational capital, social responsibility, communication, and leadership.

CAP: LEARNING GARDEN & CIV AFF (CRN 15162)
Learning Gardens and Civic Affairs
Judy Bluehorse, judybluehorse@comcast.net
In this Capstone, we will work with the Learning Gardens Laboratory that serves the Brentwood-Darlington neighborhood in SE Portland. Class time will focus on issues of food security and community involvement in civic affairs. We will participate in hands-on gardening activities, and develop materials or conduct research to assist in the promotion, understanding and management of the garden. Some scheduled class meetings will take place off campus at the Learning Gardens, so please schedule accordingly. Some physical outdoor work and additional service time outside of class is required. Students fluent in Russian, Spanish, or Vietnamese are encouraged to join the course.

CAP: LINK GENERATION: COMM & AGING (CRN 14158)
Linking the Generations, Communication, Aging and Society
Cindy Koonz, teachcin16@hotmail.com
Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Blackboard open upon registration. Login to complete paperwork prior to start date. Processing can delay work in the community.

CAP: LIVING BEYOND WAR (CRN 14177)
Living Beyond War: Challenge to Change Our Thinking About War
Deborah Kaufman, kaufmand@pdx.edu
Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict—personally, in our community, and in the world. This course will teach students about the foundational ideas of Beyond War, and give them opportunities to practice and process the ideas through reading, writing, dialogue and other class activities. Students will support the organization through dialogue, reading and writing projects. Regular attendance and openness to diverse views are important for success in this class.

CAP: LOCAL JUSTICE (CRN 15169)
Local Justice: Social Justice Education For Adolescents
Cynthia Gomez, gomezc@pdx.edu
This course is an advanced exploration of diversity and social justice in the United States and provides students with a framework for understanding specific forms and the interlocking systems of oppression; a process to explore how oppression affects our lives; a pedagogical framework for teaching and training about concepts of oppression and diversity; and an application of these ideologies and skills in community settings.

CAP: MARKETING-NON-PROFITS (CRN 14169)
Marketing - Non-Profits
JoAnn Siebe, siebef@pdx.edu
During this Capstone, PSU students will work with the Community Partner as a marketing resource team. During class sessions students will examine literature, film and other resources that speak to different aspects of marketing for non-profit organizations. They will discuss the marketing challenges facing these organizations. Students will work collaboratively on mutually agreed upon projects that are beneficial and satisfying to both PSU and the Community Partner.

CAP: MED FOR GLBL HEALING (CRN 14181)
Meditation for Global Healing
Julie Porter, porterj@pdx.edu
Qigong is an ancient Chinese meditative healing practice that encompasses a philosophy of living with a quiet mind, open heart, and in service to others. This capstone provides an opportunity to explore the personal and community implications of this healing practice and mindfulness meditation. You will learn meditation forms and their underlying philosophies while exploring the concept of personal awareness and social responsibility. Working with a community partner gives you the chance to be of service to others and learn about their needs in the context of the course material.
CAP: MEDIA LITERACY (CRN 14182)

Media Literacy
Mark Oldani, moldani@riverdale.k12.or.us

Media literacy is the study of the effect that various mediums have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likely hood, occur outside of class time.

CAP: PDX CIVIL RIGHTS PROJECT (CRN 14167)

PDX Civil Rights Project
Felicia Williams, fwilliam@pdx.edu

The Civil Rights movement changed the way people thought about race and equal opportunity in America. This course will examine how the movement happened in Portland as students record oral histories from people who fought for civil rights in Oregon. There will be a total of three interviews: one unrecorded pre-interview, one two-hour interview, and one one-hour follow-up interview. The interviews then be transcribed, indexed, and archived. Copies of all materials will be provided to the narrators.

CAP: PERFORM ARTS ADVOCACY (CRN 15175)

Performing Arts Advocacy
Suzanne Savaria, ekiya@hotmail.com

Speaking about and advocating for the performing arts is possible for everyone. This course will give students a general working knowledge of the history of classical music, drama and dance. In addition, students will learn about the business of putting on a performance and sustaining artistic organizations. Through interviews, reflection and research, students will create a final project which will be presented to an audience of Portland business people and leaders in the arts community with the goal of marketing the performance and creating a deeper appreciation of the art to be performed.

CAP: PORTLAND’S WATER (CRN 14170)

Portland’s Water
Catherine Howells, chowells@pdx.edu

Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop information products for the public.

CAP: PROMOTE SUST LIFESTYLES (CRN 15174)

Promoting Sustainable Lifestyles
Amy Minato, akminato@eoni.com

In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural and personal values support, and which inhibit, sustainability. Students facilitate lifestyle discussion groups and develop a sustainability discussion course tailored to youth for Northwest Earth Institute (NWEI) a local non-profit organization that empowers individuals and organizations to transform culture toward a sustainable and enriching future.

CAP: RESEARCH & SOCIETY (CRN 14184)

Research and Society
Mitch Cruzan, cruzan@pdx.edu

Are you a Science Major thinking of applying to graduate school? Complete your senior capstone and develop you post-graduate plans in one course! This capstone will enable students to translate their experiences and knowledge with science to the public through engagement with local education organizations and museums.

CAP: RENEW ENERGY NICARA (CRN 14138)

Renewable Energy and Micro-development in Nicaragua
John Rueter, rueterj@pdx.edu

Students will learn about the environmental and technical characteristics for a range of small-scale, sustainable energy alternatives (photovoltaics, direct solar, micro-hydro and wind). The students will participate in a study-tour on sustainable energy development in Nicaragua community service on an example project. They will develop a proposal for funding and implementing community-based power generation that is suitable for submission to a NGO or local agency to fund continuing work.

CAP: SCI INQ OUTDOORS (CRN’s 14184, 14165, 14166, 14163)

Science Inquiry in the Outdoor Classroom
Rick Hugo, hugo@pdx.edu

In this course you will volunteer as a Science Mentor with Wolftree, Inc., an award-winning non-profit science education organization. Wolftree brings children in grades 4-12 out of the classroom for small group, hands-on field experiences. Wolftree's primary field site is in the foothills of Mount Hood, with other sites located 60 to 90 minutes from Portland. You are responsible for your own transportation, although carpools can usually be arranged. You will also spend several of your "field" days in classrooms preparing students for their outdoor experiences. You'll volunteer one full day per week (Tuesday - Friday) - please enroll in the appropriate course section. All
sections will also meet on Mondays to discuss topics related to science inquiry and pedagogy. Wolftree’s innovative curriculum is based on following student curiosity rather than leading formal presentations. This course is designed for aspiring educators and scientists, although students from any major will benefit from practicing the Socratic style of dialogue. No specific science background is required. You will be required to complete a criminal background check BEFORE the course begins. As with any Capstone, students are highly encouraged to contact the instructor before enrolling to discuss the course responsibilities and activities.

CAP: SEXUAL ASSAULT ED THTR (CRN 14146)
Sexual Assault Education Theater
Eden Isenstein, eni@pdx.edu
In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop a short plays about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theater of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and "rehearsing for the future."

CAP: SEXUAL MNRTY YTH (CRN's 14155 and 14183)
Sexual & Gender Minority Youth
Molly Gray, mcg@pdx.edu
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

CAP: STRAT COMM-PR & NON (CRN 15170)
STRAT COMM-PR & NON Public Relations for Non-Profit Organizations
Courtney L Dillard, cldillard@gmail.com
This Capstone offers students the opportunity to learn key aspects of public relations including audience analysis, message development, medium selection, and campaign evaluation. Our focus will be healthcare reform in Oregon. A key take away from the course is a professional campaign plan which can be used as a work sample in the future.

CAP: STREET ROOTS (CRN 14141 & 14132)
Street Roots: Exploring Issues of Homelessness
Colleen Kaleda, colleenkaleda@comcast.net
This course will explore and expose various issues surrounding poverty and homelessness through direct contact with non-profits, businesses, government and the homeless community. Students will research, write and photograph stories for publication in Street Roots, Portland's homeless newspaper. Specific topics will be tailored to student interest and developed in conjunction with the Editor-in-Chief of Street Roots. Subjects may include economic/business impact; social and cultural impacts; mental health; hunger; unemployment; and impacts on women and children.

CAP: SUS FOOD SYSTEM & ED FARM (CRN 14162)
Sustainable Food Systems and Educational Farms
Megan Kupko, greenfarmmama@gmail.com
*Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom.
The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland’s local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at Ecotrust, Zenger Farm and the Oregon Food Bank.

CAP: THE LISTENING PROJECT (CRN 14180)
The Listening Project
Celine Fitzmaurice, celine@pdx.edu
This course will explore the concept of “listening” as a tool for social change worldwide. Our partner for the course will be the Macdonald Center based in the Old Town district of Portland. The Macdonald Center is an outreach program for residents of this area, many of whom are homeless or reside in transitional housing. Students will sit with members of the Old Town community as part of a daily hospitality program, visit residents of single room occupancy hotels, or serve up soup and conversation to homeless individuals.
**CAP: TUTORING ADULT ESL (CRN 14149)**

**Tutoring Adult ESL**
Michelle Culley, mculley@pdx.edu

Capstone students will tutor with English as a Second Language learners for 2.5 to three hours a week at Community Colleges in the tri-county area (locations and times vary). Capstone students must be proficient speakers of English. Students must contact Michelle Culley, at above email, prior to registration.

**CAP: TUTOR-MENTOR NAT AM YTH (CRN's 14185, 14134, 14135, 14147)**

**Tutor/Mentor Native American Youth**
Anmarie Trimble, atrimble@pdx.edu

For this capstone, students will be mentoring and tutoring middle school and high school youth at the Native American Youth & Family Center (NAYA). NAYA's mission is to empower youth via education, community involvement, and cultural programming by creating positive learning experiences. PSU students will assist NAYA by engaging youth in educational and other activities, providing a role model for learning, and tutoring and mentoring students on their homework and/or in after-school programs. Mentoring activities may also include cultural arts events and assisting in sports activities. This Capstone meets two times a week: The class will meet 3 hours/week on Fridays at PSU for training with the instructor, and after the first week of training individuals will volunteer at NAYA for 3 hours/week during an afternoon of their choice (see PSU registration schedule to sign up for available days and times). The Friday sessions will include discussions on readings exploring Native American culture, educational issues, and service learning. Students will also coordinate a project in service to NAYA's Learning Center. (Projects in the past have included a book drive and gathering learning resources for the Center.) Individual writing assignments include personal reflective projects, resource reviews/analyses, and a final reflective narrative.

**BACKGROUND CHECKS:** Because we are working with underage students, background checks will be required of all students in this Capstone.

**CLASS SCHEDULE:** All students must register for the weekly Friday training session AND for a separate NAYA session on an afternoon of your choice. (See PSU registration schedule for available times.)

**TRANSPORTATION:** Students are required to attend both PSU and NAYA sessions. There is public transport to NAYA via Tri-Met bus #75.

**CAP: UNIVERSITY OF HOPE (CRN 15161)**

**University of Hope**
Deborah Arthur, debs@pdx.edu

This Capstone partners with the University of Hope Project (UHP) at MacLaren Youth Correctional Facility (MCYF). In partnership with the Oregon Youth Authority's Office of Minority Services Multicultural Leadership Program, UHP is designed to increase the rate of success among incarcerated juveniles through the arts, life skills, and the establishment of community support networks. Capstone students will develop curriculum for the life skills and arts components of the program, and facilitate workshops at MCYF. Successful background checks are required for participation in this Capstone. Please contact the Instructor at above email upon registration.

**CAP: VOLUNTEER STREAM MONITORING (CRN 14143)**

**Quality Assurance for Volunteer Stream Monitoring**
Mary Ann Schmidt, maryanns@pdx.edu

Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 25 high school groups involved in SWRP. This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition, students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects.

**CAP: WASTE REDUCTION RECYCLING (CRN 14133)**

**Solid Waste Reduction, Reuse, and Recycling**
Shanna Eller, ellers@pdx.edu

This Capstone partners with public and private organizations in the Portland Metropolitan Region to increase solid waste reduction, reuse, and recycling through community research, education, and outreach. Capstone students may be involved in activities ranging from designing resources to educate residents, to assisting business meet the requirements for mandatory business recycling, to researching how to reduce waste, increase recycling, and implement composting at public events.

**CAP: WOMEN IN DVLP CHIAPAS MEX (CRN 14940)**

**Women and Development**
Pat Rumer, rumer@pdx.edu

Students will spend two weeks in an immersion learning experience with women's community-based economic development projects in the San Cristobal de las Casas region. Through interactions with non-governmental organizations, Mexican government representatives, local researchers, and community leaders participants will learn how indigenous women are developing their own economic alternatives and how these collaborative efforts relate to the national and global economy.
This Capstone will focus on how Mayan women in Chiapas are strengthening their capacity to organize, lead and develop economic solutions to combat poverty in their communities. They will do a community service project with two local NGO's in Chiapas, Mexico. This community research will document the progress made in achieving Millennium Development Goal 3, Women's Empowerment and Gender Equality.

**CAP: WOMEN'S PRISON GARDENS (CRN 15165)**

Women's Prison Gardens
Sherrie Barger, sherriebarger@gmail.com
Creating a Larger Purpose: Organic Gardens in Women's Prisons
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program for potential stakeholders.

Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange.

**Other Capstone Courses that may be offered next academic year:**

**CAP: ACCESS TO EDUCATION**

Access to Education: Creating College Access for Low - Income Youth
Leah Cronn, cronn@pdx.edu
This Capstone explores a variety of issues related to equal access to education, including language barriers, bilingual education, No Child Left Behind, school funding, standardized testing, curriculum choices, cultural differences, and lack of health care, among others. The community partner for this course is Marathon Education Partners, [www.marathoneducationnpartners.org](http://www.marathoneducationnpartners.org) a Portland based non-profit organization, founded in 2002, that brings together over 75 low-income children (Scholars) with over 100 adults (Partners) in the community who are committed to helping these Scholars reach their goal of a college education. Scholars are selected for the program through a rigorous process of teacher/principal/community and parent recommendations, interviews, grades, and a need for financial aid. Scholars enter the program in the fourth grade and remain in the program, paired with Partner, for 10 years. Most of the Scholars are minorities, immigrants and refugees.

PSU students in this Capstone will play an integral part in the growth and development of Marathon Education Partners. Students may be involved in 1) designing a more formalized educational program for Scholars involved in the program, 2) developing a more structured partnership program between Scholars and their Partners, 3) proposing other community partners for Marathon to enhance its program offerings, 4) implementing other program proposals, and/or 5) directly working with Scholars through participation in recreational, cultural and volunteer activities.

**CAP: ANIMAL AID GRANTWRITING**

Aiding Unwanted Pets Through Grantwriting
Kimberly Mukobi, kmukobi@pdx.edu
Every day in this country, 30,000 to 40,000 pets are euthanized. Of those, at least eighty percent are adoptable. This capstone allows students to explore the social/cultural dynamics of pet overpopulation, the ethical dilemmas presented by it and the rise of the no kill revolution in the United States. Participants will work with a no kill nonprofit animal shelter to assist them in acquiring grant monies to address the needs of the shelter and expand the shelter's operations. Students will participate in the various levels of grant writing: locating appropriate grantees, ascertaining the shelter's needs, and learning effective grant writing techniques. The end project will be a portfolio of grant proposals addressing current needs of the shelter.

**CAP: ART & COMMUNITY MAPPING**

Art and Community Mapping
Sabina Haque, szhac@hotmail.com
In this class each PSU student will be paired with a middle-school to High-school student in Portland Public Schools (Fernwood middle school & Grant High School, NE Portland, Hollywood. The art buddies will meet and work once a week for eight weeks on creating mental maps of their community. Collectively the adult and the adolescent students will initiate and develop a questionnaire/survey, which will address their own personal, socio-political, historical and geographical concerns within their community. Once finished, they will share their art maps with each other and discussed ways to incorporate elements of each map in a larger collaborative art map. These maps are more conceptual than realistic or geographically correct and are intended to show how the artists think and feel about their community. These works will involve creative planning sessions and collaboration with other students as well as with community members and will result in a final exhibit of the work.
The working Thesis for this class is that for Art, or indeed anything/anyone, to effect change in a society the work/ideas must be palatable to the majority, real and tangible in terms of outcomes and sustainable over time. We never get far when we try to change using hate, anger, force or such “clubs.”

This course is open to anyone intrigued with the questions raised by public Art (and possibilities of Art) in our society. This capstone should be of particular value and interest to students who have a desire to teach, create, work collaboratively and inspire. Students will develop Art Literacy lessons to teach/be taught in underprivileged public schools. A web site of these lessons will be created and published as a teacher resource. This course will require some flexibility on the part of the students when/if it comes to the scheduling of the Art Literacy lesson-teaching component.

CAP: ASSET MAP GIS
Asset Mapping with GIS: Empowering Communities
Meg Merrick, dkmm@pdx.edu
This capstone is about empowering communities through the use of asset mapping techniques and geographic information systems (GIS) technology. Students will work with a community partner to identify community assets and assist them in the use of GIS and other technologies that can enable them to strategically set community agendas. Students will be trained in asset mapping techniques as well as geographic information systems. No experience is required. Additional time is required outside of classroom participation.

CAP: BUILDING PR CAMPAIGN NON-PROFIT
Building a Public Relations Campaign for Portland Non-Profits
Courtney L Dillard, cldillard@gmail.com
This Capstone offers students the opportunity to learn key aspects of public relations including audience analysis, message development, medium selection, and campaign evaluation. Our focus will be on social change organizations in Portland. A key take away from the course is a professional campaign plan which can be used as a work sample in the future.

CAP: BUSINESS OUTREACH I
Business Outreach I
Lara Damon, larad@sba.pdx.edu
This course is about the role of a small business consultant and how small business really works. It consists of an in-depth mentored consulting project with a small business in the Portland area, augmented by lectures, guest speakers and class discussions.

CAP: CARBON NEUTRALITY
TOWARDS CARBON NEUTRALITY AT PORTLAND STATE UNIVERSITY
Andrew Rice, arice@pdx.edu
The purpose of this Senior Capstone will be to evaluate the potential for Portland State University to become ‘carbon neutral’ and to involve students in energy and policy decisions with PSU administration to move toward this goal. Global climate change is a critical issue that has been identified by PSU students, faculty, staff, and administrators. Collectively the PSU community is committed to adopting strategies to mitigate the impact of campus activities on the Earth’s climate. Through weekly readings and discussions, this course will also explore scientific, societal, economic, political, and ethical dimensions of global climate change.

CAP: CHANGE FOR COMMON GOOD
Change for Common Good
Change for the Common Good: Project Grow
Vicki Reitenauer, vicvic@juno.com
In this highly collaborative Capstone, students will work with Project Grow, a program of Port City Development which seeks to enrich and enliven the worlds of adults with developmental disabilities and mental retardation while promoting independence and integration through involvement in organic farming, yoga, music, and art. Students and representatives of the community partner will collectively determine projects that holistically serve both Project Grow’s community and our community of Capstone learners. For more information, feel free to contact the instructor, Vicki Reitenauer, at vicr@pdx.edu or 503-725-5847, and/or visit www.growinginalldirections.org.
**CAP: COLLABORATIONS**

**Collaborations: Boys and Girls**
Heather Petzold, 2hap@comcast.net

This course focuses on the importance of service learning in our community. As a class, we will have the opportunity to discover, evaluate, and reflect on the needs of our community by creating and facilitating educational workshops, mentoring, and exploring fundraising opportunities for the Boys and Girls Club. Students will learn respect for themselves and others as part of a community and will promote teamwork, leadership and problem solving skills. Community issues to be addressed include: listening, intercultural communication, leadership, mediation, and cooperative learning skills. Each student will have the opportunity to mentor at the club site (Meyers Boys and Girls Club) for a minimum of 20 hours for the term during hours of operation (2:30-7:00 p.m. Monday through Friday). As we are working with youth, students will need to pass a background check in order to fulfill the requirements of the course (to be completed on the first day of class).

**CAP: COMM ED OUTREACH**

**COMM EDUCATION NUHS**
Gloria Totten, totteng@pdx.edu

This Capstone explores developing and teaching lesson plans on basic skills such as liberal arts, math, science, art (topics vary). Students will be required to work as an interdisciplinary team, researching information, practicing and presenting course material in a classroom setting (our community partner is New Urban High School). This course requires an out of class commitment of one full day during the end of the term - during school hours (8 am to 4 pm). Contact instructor with questions. No special instructor approval required. Blackboard used for all course materials: syllabus, handouts, assignment descriptions, reading materials.

**CAP: COMMUNITY GREENWORKS**

**Community Greenworks**
Cynthia Carmina Gomez, gomezcf@pdx.edu

This Capstone offers students an analysis of social justice; a framework that promotes successful civic engagement; and an application of these principles in community settings. Students choose from several projects that best fit interests, expertise and schedules, and complete team projects with community partners addressing a pre-determined need and promoting lasting change in the community. Projects will focus on the three areas of sustainability: social equity, the economy and the environment.

**CAP: COMMUNITY PSYCHOLOGY**

**Community Psychology**
Keith Kaufman, kaufmank@pdx.edu

This two quarter capstone focuses on applications of basic psychological knowledge and methods to community problems. Students join a work team providing consultation to a community organization or agency. Students have an opportunity to choose from a number of field projects in cooperation with community agencies engaged in social service in the fields of health, education, corrections, welfare, and others. Projects result in products of value to community agencies such as program evaluations, climate studies or volunteer recruitment videos. Students develop consultation and group skills, work collaboratively with community partners, and learn about the field of community psychology.

**CAP: CREATIVE INDUSTRY SOC DES**

**Urban Pedagogy: The Social Contextualization and Sharing of Knowledge**
Jennifer Delos Reyes, jendelosreyes@gmail.com

Following the tradition of free schools, alternative pedagogy and the current proliferation of artist run pedagogical models, students in this course will create free public knowledge sharing platforms based on their own work, research and interests. This class will emphasize the utilization of public space and resources in the Portland area and give free access to education and provide teaching experience. Looking at examples such as Colin Ward and journalist Anthony Fyson’s 1973 "Streetwork", which put forward the idea of the use of the urban environment as an educational resource to develop a school department into an integrated community based program of decision making on local urban issues, to more contemporary examples of alternative pedagogical models ranging from Fritz Haeg's Sundown Salon, the Copenhagen Free University, LA's Mountain School, Michael Cataldi and Nils Norman’s The University of Trash, Harrell Fletcher's Come Together talks and Red 76's Laundromat Lectures, students will draw upon their knowledge, skills and interests to create ways to publicly contextualize their knowledge into free shared community learning experiences. These can range from public talks, free schools, workshops, zines and other forms of knowledge distribution. Students will be evaluated primarily on their thoughtful integration of their project with a community partner of their choosing, or integration into an urban or social context. Students are asked to examine their learning and see the various ways they can connect to their community, contextualize their learning publicly and mobilize themselves and others to share information. ***The class will meet in the Kinney classroom at the Portland Art Museum on Wednesdays from 1pm to 4pm. All of the students in this class will have to get a college pass to the PAM if they do not have one already. Students will need to do this before the class starts since the PAM is one of our community partners and we will be there throughout the quarter.

**CAP: CREATIVE REUSE**

**Creative Reuse**
Amy Steel, asteel@pdx.edu

Course Goals:
1. Inquiry and critical thinking. Students will learn to use a variety of research methods to understand and develop the justification for their task with the Sun Program. Students will reflect on the process of learning, working cooperatively, writing, discussing, creating using documentation methods and inquiry methods developed by Reggio Emilia schools.
2. Communication. Through the process of working in teams to plan, write, design and teach creative reuse curriculum, students will gain an understanding of how to communicate to a specific audience for a practical purpose.

3. Variety of Human Experiences. Students from a variety of majors and backgrounds will bring a range of skills, knowledge, and experience. They will reflect on how they are collaborating and working to improve communication skills with a variety of people. Also in the process of creating a curriculum materials aimed at a wide range of children, they will explore the diversity of Portland's educational communities. They will also learn about artists from various backgrounds and cultures that employ diversity in their work.

4. Ethical and Social Responsibility. Students will meet teachers, staff and volunteers who work to improve the environment and teach in creative ways. They will reflect on their role in improving schools and the environment and ways that creative reuse can be applied in their lives as consumers, community member, teachers, parents, and volunteers.

Assignments and activities will include: visits to SCRAP, Helen Gordon, The Rebuilding Center, The Children’s Museum, the PSU Reuse Center, reading websites/articles (about reuse, environmental education, learning centers, teaching.), facilitating an after school art activities in a Sun Program, respond to class and readings through discussion, working with neighborhood schools, creating documentation posters about the classes working processes, researching an artist that creates sustainable art, and creating 2 sustainable art works.

CAP: CURR ISSUES PREG & BIRTH
Current Issues in Pregnancy and Birth: Expanding breastfeeding support in the greater Portland area

Carrie Cohen, mayfly77@gmail.com

This capstone will work with the Birthingway Breastfeeding Center in their efforts to expand breastfeeding support in the community. Students will examine the effects of breastfeeding on the health of infants and will help the center assess the challenges and barriers to attaining breastfeeding support that many women face during the immediate post-partum period. Students will devise methods to gather and evaluate information concerning the breastfeeding needs of under-served populations and how to best follow up with mothers to ensure these needs are being met.

CAP: DOSCH FAMILY COLLECTION
The Henry E. Dosch Family Collection

Jeffer Daykin, jbdaykin@comcast.net

Henry Dosch was a German immigrant who came to Oregon after fighting in the Civil War. After a life in business, he actively helped Oregon forge international relations especially with Japan-through turn-of-the-century World's Fairs. Trunks containing his family's letters and interesting period ephemera have been transferred to a public archive and previous capstones have begun the work of sorting the materials. This capstone will continue these efforts by further organizing the materials, creating a searchable electronic index, and working towards the creation of an exhibit to arouse public and scholarly interest in the collection. Won't you come help make history?

CAP: EARLY CHILDHOOD ED
Capstone in Early Childhood Education

Gabriela A. Martorell, martorel@pdx.edu

The past 20 years have been marked by a demographic shift in the United States, with more young children than ever before being cared for by non-relatives within a diverse array of childcare settings. Given the disproportionately great influence of early experiences on development across all areas of psychology, the caregiving experiences of these children have profound consequences for their eventual outcome and well-being. Therefore, the establishment of quality daycare settings with well trained caregivers is essential. In this course, students will work in a number of daycare centers in the Portland area with the express goal of supporting the program they are placed in. Additionally, students will read a variety of papers focused on early childhood education and engage in both written and oral analysis of the application of these principles in the real world setting they are in. Finally, students will develop a final project in consultation with their classroom that will be given to their childcare facility at the conclusion of the quarter. Instructor approval required, email Gabi Martorell martorel@pdx.edu, for details.

CAP: EDUCATIONAL EQUITY
Educational Equity

Zapoura Calvert, zapoura@pdx.edu

The Educational Equity Capstone explores a variety of issues related to educational equity, including segregation, school funding, standardized testing, curriculum choices, and language and bilingual education, among others. The course is designed as a partnership with Portland Parks and Recreation's University Park Community Center site, located in North Portland. Serving students from Rosa Parks, Clarendon-Portsmouth, and Peninsula schools, University Park's Homework Club combines educational, enrichment, and recreational opportunities in a supportive, energetic environment.

PSU students can participate in a variety of service opportunities, including tutoring and mentoring one-on-one with Homework Club students, designing creative and thoughtful activities to help bridge the achievement gap, and participating in Family Night events with kids and families. This is a "blended" or "hybrid" course, meaning that in addition to class time, there is an on-line component. Successful completion of background checks is required for participation. Volunteer days/times available are M-Th, 2:00-6:00 (students will be able to pick their own days and times in order to complete the required hours), with some additional hours available on weekdays when Portland Public Schools do not hold classes.
CAP: EDUCATIONAL EQUITY

Upward Bound
Deborah Smith Arthur, debs@pdx.edu

This Capstone explores a variety of issues related to educational equity, including culturally-specific and multi-cultural programming, segregation, school funding, standardized testing, curriculum choices, language and bilingual education, among others. Our community partner is the Upward Bound Summer Program, here on the PSU campus. The Upward Bound program is designed to enhance the educational opportunities of low-income high school students. Upward Bound is “a year-round program designed to improve students' academic and study skills in high school, to develop their career and educational plans, and to help them succeed in higher education.” (www.ubets.pdx.edu). Students in this Capstone work in various ways to support the mission and the students of the Upward Bound summer program. Community-based learning may include being a teaching assistant in classes, tutoring students one-on-one, and participating in field trips, recreational, cultural and volunteer activities. Course texts include: Ayers, William (et.al.), ed. City Kids, City Schools: More Reports From the Front Row The New Press (2008), and a course reading packet, generally costing $50. Both of these texts are also placed on reserve in the PSU Library.

Please contact the Instructor upon registration so you can receive important additional information.

CAP: EFF ENV ED

Effective Environmental Education
Stephanie Wagner, stephanie@tryonfriends.org

The Effective Environmental Education Capstone explores approaches to outdoor education relevant to metropolitan natural areas. Students are trained as naturalists who guide school groups on field trips through Tryon Creek State Park located in southwest Portland. Course material covers local natural history, readings and discussions of approaches to and the importance of outdoor education, and basic steps to establish an effective learning environment. To learn more about the location of the class and programs offered by the Friends of Tryon Creek go to www.tryonfriends.org.

CAP: EFFECTIVE CHANGE AGENT

Being an Effective Change Agent
Heather Petzold, 2hap@comcast.net

This course is for students interested in being effective change agents for the public good. Each student (individually or with others) will take the initiative before the Capstone begins to arrange a project with a community organization. This project may be an existing relationship or one sought for the purpose of this class. A minimum of three working hours per week with the organization is required. During the course, students will be supported and challenged to develop skills in speaking, listening, building relationships, and coordinating action. Through class discussions, practices, reading, and self-observations, students will recognize and explore the four University Studies’ goals and make meaning of how they apply to our everyday lives. Each student is expected to bring to the first day of class a confirmation letter from their community sponsor. This letter should include the student's name, the focus and timeframe of the project, a description of the types of people with whom the student will interact, and the sponsor's signature. Permission of instructor required. Contact instructor by phone (503-725-9401) or e-mail (2hap@comcast.net) for full details regarding course requirements.

CAP: ELIMINATING STIGMA AF AM

Eliminating Stigmatization in African American Communities
Harold Briggs, briggsh@pdx.edu

Among African Americans in the United States issues of mental illness, drug abuse, and interpersonal violence are hidden and not openly talked about. It is well documented that these issues represent major threats to their health promotion and well being. Course participants will learn about cultural, social, and political taboos regarding mental illness and mental health treatment among African Americans, and will work with community agencies on a stigma reduction campaign.

CAP: ENDING GLOBAL POVERTY

Ending Global Poverty
Global Partnership for Development: Food Crisis, International DEBT and the MDG's
Pat Rumer, activistap@yahoo.com

The United Nation's Eight Millennium Development Goals (MDG's) seek to halve global poverty by 50% by 2015. 182 nations agreed to these goals in 2000. The first seven goals apply to poor and developing nations such as access to education and health care while Goal 8 is directed to wealthier nations, including the United States and commits these nations to increase their foreign aid and to cancel the debt owed by poor nations. The current food and oil crisis affects one billion poor people around the world. The UN World Food Program has targeted countries in Africa, Asia, and the Caribbean who are in need of critical assistance. Poverty reduction and sustainable development are clearly linked to trade, debt relief and aid. At the same time more than half of African nations continue to spend more on debt than health care for their citizens. Sub-Saharan Africa pays almost $1.5 billion in debt services to the wealthy nations and international financial institutions. The UN's Millennium development Office prepares annual reports on poor countries' progress towards achieving Goals 1-7 and works with wealthier nations to encourage and persuade them to fulfill their commitments around debt, trade and aid. This Capstone will focus on three countries, Haiti, Liberia and Vietnam that are struggling to meet their debt service payments while at the same time there is increased hunger and poverty among its citizens. The course will compare alternative strategies for the poor to increase agricultural sustainability and develop economically - private market, direct aid (grants not loans) and the role of the international financial institutions. Students will work with local community partners such as Mercy Corps, Medical Teams International, the UN Association, Jubilee OR (debt cancellation), and socially responsible businesses.
CAP: ENHANCING YOUTH LITERACY
Enhancing Youth Literacy: Service in K-8 Public Education
Zapoura Calvert, zapoura@pdx.edu
PSU has been partnered with King School since Fall 2002. For the last 7+ years, PSU students have tutored at King with the goal of helping King students meet state and national (NCLB) benchmarks in reading and math, a primary concern of public education in Oregon. King is a Title 1, school-wide funded program, with Title I funds helping to support the entire instructional program. All King students are eligible for free breakfast and lunch. Recent challenges at King include difficulty meeting state benchmarks, especially in math and science, and the recent addition of 6th, 7th, and 8th grades.

PSU students will spend at least 3 hours per week either tutoring on-on-one or in small groups. Tutoring placements may include working as a teacher aide in the classroom, library, ESL, or middle school leadership program. Tutoring hours are generally flexible and range from 8:45 a.m. to 3:00 p.m. M-F. In addition, students will work in small groups to help organize and facilitate a Family Literacy Night for the school.

CAP: EQUAL ACCESS TO JUSTICE
Equalizing Access to Justice
Khalil Zonoozy, gc2001@yahoo.com
This course explores the barriers to justice for people of color. Special attention is given to the U.S. institutional structure and the justice system. Utilizing a progressive approach, students acquire a deeper understanding, awareness and appreciation of existing disparities, leading to design and formulation of proactive solutions. There will be a community partnership with Understanding Racism Foundation (URF), a non-profit organization committed to reduce prejudice and discrimination in our communities through study and personal examination. Created in response to issues identified by the Oregon state Task Force on Racial Ethnic Issues in the Judicial System (Instructor served as the vice chair of that task force), offers numerous dynamic courses to raise the level of awareness concerning racial discrimination. In addition to the regular weekly class meetings, students become engaged in one of URF classes, six weeks long, 90 minutes, once a week, Thursday, noon - 1:30 PM.

CAP: EVAL CRIM JUSTICE
Evaluating Criminal Justice Interventions
Don Trapp, don.trapp@co.multnomah.or.us
Project 57 is multi-agency, multi-faceted program to manage what have been identified as chronic offenders in Multnomah County, Oregon. The purpose of this Capstone is to develop and undertake an evaluation of this program from both a process and outcome perspective. Students will work with all stakeholders in this program at various sites in the community. The final product will be a summary, presented orally and in writing, of the research findings.

CAP: EXP MOST GOOD LEAST HARM
Exploring "Most Good Least Harm"
Dani Dennenberg, danihydennenberg@gmail.com
MOGO stands for doing the "most good, least harm" for ourselves, other people, animals, and planet.
Students will explore keys to living a MOGO life, including:
1. Identifying and living according to personal values
2. Pursuing joy through service
3. Making connections and self-reflecting
4. Modeling a message and working for change
5. Finding and creating community
6. Taking responsibility
7. Striving for balance
Exploration of the MOGO principle will serve as a foundation for the culminating project on behalf of Leave No Plastic Behind.

CAP: GIRLPOWER
Girl Power
Sally Eck, ecks@pdx.edu
In this course, we will be working with our community partner, the local non-profit feminist bookstore IN OTHER WORDS and their sister organization, The Women’s Community Education Project. Our project is to coordinate a series of "rap sessions" with local teen girls about current issues in their lives. We will use these group conversations to encourage the girls to become a part of our ZINE project -- where they will write, edit, and publish a grassroots, mini-magazine with our class. Please take a look at the enclosed outreach plan for more detailed objectives. In preparation for this project, we will read feminist scholarship about teenage girls as well as focus groups and zine publishing methodologies.

CAP: GLOBAL PDX-AFRICAN CHILDREN
Global Portland - African Children
Sam Gioia, gioia@pdx.edu
In this capstone PSU student will support Somali Bantu refugee children with their efforts to learn English and master basic course content in schools. Our class sessions at PSU will help students to understand immigration, refugees, cultural issues, and the challenges that immigrant youth face in schools. Each student will assist about 4 hours per week in one of the following options:
1. In-class tutoring support at Hosford Middle School (SE 28th & Division) on Tuesdays and/or Thursdays during regular school hours
2. Leadership of an afterschool homework club (SE 28th and Powell) from 3 to 5:15 Mondays and Wednesdays
3. Leadership of an afterschool homework club (SE 28th and Powell) from 3 to 5:15 Tuesdays and Thursdays.

This course provides valuable experience for students who are in Pre-education, Social work, Child and Family Studies, International Studies, Psychology, Sociology, Anthropology, and Applied Linguistics. Attendance at the first day of class is required to be part of this capstone.

CAP: GRANTWRITING ENV AD
Grantwriting for Environmental Advocacy
Celine Fitzmaurice, celine@pdx.edu
Grant writing skills are critical to the survival of many non-profit environmental organizations. In this course you will learn grant writing skills by developing real proposals for a local environmental non-profit. The rich history of citizen-based environmental advocacy in the US will play a central role in class discussions and reflective writing assignments throughout the term.

CAP: HUNGER IN THE CITY
Hunger in the City
Celine Fitzmaurice, celine@pdx.edu
"Community Food Security" is the idea that all people should have access to healthy, affordable and culturally appropriate food. Community Food Security also ensures a healthy relationship between human communities and the land that supports them. This course will explore questions such as:

- Why do so many Oregonians suffer from hunger?
- How does access to healthy and affordable food differ among the variety of people living in Portland?
- What is the relationship between community food security, the health of our natural environment and the strength of our local economy?
- What is being done to address food security in the Portland area?

CAP: I HAVE A DREAM
I Have A Dream
Carol Holdt, holdtc@pdx.edu
In this spring-term capstone course we will work with students and staff at the "I Have a Dream" Foundation - Oregon (IHAD). IHAD provides supportive services and enrichment programs for "Dreamers" to help them graduate from high school and pursue either college or vocational education. Capstone student workgroups will design and conduct sociological research, to support IHAD's efforts. Class will typically meet from 2:00 - 3:50 pm with project work at PSU and IHAD school sites afterward. Please visit http://www.ihadoregon.org for information about the organization.

CAP: IMMIGRANT WORKER
Organizing and Defending Immigrant Workers
Michael Chamberlain, mrchambe@pdx.edu
This course will explore the contentious issues surrounding immigration and the growth of an immigrant workforce in the United States. It will also explore the strategies used by immigrant workers and their leaders to defend immigrant rights and to improve the working conditions of immigrants. In particular, the course will explore the following questions:

- Does U.S. public opinion and public policy contradict our immigrant past?
- What role have immigrant workers played in forging the U.S. labor movement?
- How have employers used immigrant workers to further their economic and political interests?
- How has xenophobia been used to further political agendas?
- How have immigrant workers organized and fought for their rights?
- What are the competing strategies for organizing and defending immigrant workers today?

This is a hybrid course with rigorous online interaction and fieldwork taking the place of reduced seat-time in the classroom.

CAP: IMMIGRTN & THE WORKFORCE
Immigration & Workforce
Andrew Reed, ReedA@pdc.us
Immigration in the Workforce is a Senior Capstone focusing on immigration, sociocultural behavior, and workforce development.
Students will assist a non-profit workforce development agency called SE Works Inc. Outside of class, students develop and edit ESL Curriculum, and teach ESL classes to immigrants as they transition to life in the United States.

**CAP: INSIDE OUT PRISON EXC**

Prison Exchange: Creating Understanding from the Inside-Out

Amy Spring, springa@pdx.edu

This Capstone course provides an opportunity for a small group of students from PSU and a group of residents from Coffee Creek Correctional facility to exchange perceptions about crime, justice, and the ways in which marginalized communities are affected by public policy. It is a chance for participants to gain a deeper understanding of how income, communities of color are affected by incarceration policies in Oregon and the US. This will be accomplished by marrying theoretical knowledge and practical experiences in weekly meetings extended throughout the term. This course will be held at Coffee Creek located 20 minutes from PSU (carpooling available). The class will complete a project with inmates that will help enhance the lives of those who live at Coffee Creek. Participation requires all students to pass a background check.

**CAP: JAP LANGUAGE PROG**

Japanese Language Program for Elementary Students: The Moshi Moshi Program

Suwako Watanabe, watanabes@pdx.edu

Capstone students will work with the Moshi Moshi Program, a Japanese language program for elementary students in the Portland Public School District, by assisting a classroom teacher or developing teaching materials. Students may also assist with video production, web development, and program promotion. Students will address various issues pertaining to foreign language learning and teaching, including multiple intelligences, Japanese language/culture, and diversity. Basic Japanese (completion of JPN 201) is recommended by not a requirement. The class will meet at PSU for 1-2 hours per week, and a minimum of two hours of community service per week is required.

**CAP: JUVENILE JUSTICE**

Juvenile Justice Capstone

Deborah Smith Arthur, debs@pdx.edu

This Capstone partners with the Multnomah County Department of Community Justice, Juvenile Services Division. Through your work in the community, as well as through supportive academic activities, you will have the opportunity to deeply explore current issues in juvenile justice. Successful background checks will be required for you to be able to work directly with youth, although are not required for participation in this Capstone.

**CAP: LEADERSHIP & MENTORING**

Developing Leadership, Interpersonal, and Communication Skills through Mentoring in Education

Sarah Bunton, sbunton@pdx.edu

This course explores the importance of educational capital and opportunities, and the role that mentoring can have in that process. In those explorations, students are exposed to leadership development, theory, and skills. During mentoring and similar activities at the Harriet Tubman Leadership Academy for Young Women, a college preparatory school and the community partner for the course. PSU students will be challenged to use and develop communication, relationship-building, and leadership skills that will benefit both them and the community partner. Each student will engage in community service activities at the school for a minimum of 20 hours over the course of the term, and using those experiences as a foundation for discussion and reflection will have the opportunity in class to explore and reflect on issues like educational capital, social responsibility, communication, and leadership.

**CAP: LGBTQ HISTORY**

LGBTQ History

Pat Young, younghst@spiritone.com

LGBTQ History. Learn about local queer history from the folks who paved the way and help preserve their stories. This course introduces methods or collecting and preserving lesbian, gay, bisexual, transgender and queer history. Our community partner is the Gay and Lesbian Archives of the Pacific Northwest (GLAPN). Students will do an oral history and help process an archival collection. Students will also learn about local queer history including the anti-gay ballot initiatives, early gay-rights groups, and social groups.

**CAP: LINK GENERATION**

Linking the Generations, Communication, Aging and Society

Cindy Koonz, teachcin16@hotmail.com

Students will engage with older adults to complete a variety of life history projects. Students will address their assumptions and stereotypes toward the aging population and will reflect upon personal barriers and successes in the intergenerational communication process. Communication issues will be addressed in the areas of intrapersonal, interpersonal, and intercultural communication. In addition to the community work, the course will focus on interdisciplinary discussions, lectures, and activities to increase awareness of the older population. This is an evening course with travel to off campus site and a background check required. Fingerprinting also may be required. Contact instructor upon registration to complete paperwork prior to start date. Processing can delay work in the community.

**CAP: LIVING BEYOND WAR**

Living Beyond War: Challenge to Change Our Thinking About War

Debbie Kaufman, kaufmand@pdx.edu

Students will be challenged to examine their assumptions about war and to become part of an alternative solution to conflict—
Experience foreclosure as a result of a subprime loan. Oregon has taken action to attempt to prevent foreclosures with the passage of Senate Bill 628. Capstone students will meet with individuals who were eligible under the law and find out how Oregon's approach to helping residents facing foreclosure is working. Course participants will learn about the economic factors which led to the passage of Senate Bill 628.

The Mortgage Crisis in Oregon

Lissa Kaufman, kaufmanl@pdx.edu, Andrea Ogston, ogston@pdx.edu

The fallout from the mortgage crisis continues to ripple through communities. In Oregon, at least one in 37 homeowners is projected to pass through a foreclosure process. Oregon has taken action to attempt to stop preventable foreclosures with the passage of Senate Bill 628. Capstone students will meet with individuals who were eligible under the law and find out how Oregon's approach to helping residents facing foreclosure is working. Course participants will learn about the economic factors which led to the passage of Senate Bill 628.

Media Literacy

Mark Oldani, moldani@riverdale.k12.or.us

Media literacy is the study of the effect that various mediums have on the information that is being transmitted. The investigation of issues related to media crosses disciplinary boundaries and is a focus of some of the current K-12 curriculum. Class participants will learn about the impact of commercial/popular media on themselves and their community and develop various approaches to address the impact of media on their community. Class members will work directly with teachers and students by planning and presenting lessons in a middle or high school classroom. The community based learning will, in all likelihood occur outside of class time.

Monumental Women: Portland History on the Web & on the Ground

Jan Dilg, dilgj@pdx.edu

In this course students will explore and document the ways that women are memorialized and remembered for their contributions to the cultural, educational, economic, and civic development of the city of Portland. Encompassing the entire history of Portland, students have the opportunity to research and write about a historical or contemporary woman, women's organization, or develop ways to exhibit this content. Class members will work with community partners to create a report to stakeholders regarding the law, including recommendations for how the law can be improved or expanded and how the law is working. Students must be available in the evenings to make phone calls.
**CAP: MUSIC IN SCHL**

**Music in the Schools**

Susan Booth Larson, susanblarson@gmail.com

Help with the decline in music education programs in area elementary schools by developing and teaching lessons dealing with music: for example, "The Science of Music", the "History of Music", "Music around the World", or lessons dealing with rhythm, notation, and other musical specifics.

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**CAP: NATIVE ED ENV LENS**

**Environmental Education Through Native American Lenses**

Judy Bluehorse, judybluehorse@comcast.net

What are Native American perspectives and how can they affect/inform environmental education? How does environment shape our lives and our relationships? How does your own heritage and culture impact who you are today and you relationships with the environment?

Environmental education in schools has focused primarily on scientific analysis and social policy. Neglected in this education is recognition of deeper cultural transformations that may need to accompany a shift to a more bio-culturally sustainable world. During our time spent in class and outdoors in natural areas, we will explore relationship-building, creative place-based projects, and analysis of current issues facing environmental education and Native American communities. Using all our senses, we will taste, listen, feel, smell, see and express our relationship to the world around us. We will also contemplate our choices for interacting with the world around us in the future. Students will further develop their own skills and understanding for incorporation into their final class project, and in their everyday lives.

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**Cap: NATURAL FOOD INDUSTRY**

**The Natural Food Industry and the Cooperative Business Model**

Pedro Ferbel-Azcarate pferbel@yahoo.com

This Capstone will provide an orientation to the natural food industry and the cooperative business model. Students will gain hands on experience working with the community partner, People's Food Cooperative, on various business related inquiries including financial analyses, marketing studies, and plans for short and long term growth. We will address different business strategies in the natural food industry and for cooperative businesses, specifically, and make the connection to broader themes including health and nutrition, food security and food politics, environmental sustainability, urban design, and community development. There may also be opportunities for partnering with PSU's Food For Thought Cafe, on similar food industry projects.

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**CAP: NEIGH WATSHED**

**Neighborhoods and Watersheds**

Barry Messer, messerw@pdx.edu

This course addresses the health of cities with respect to the community stewardship of its watersheds. Students are challenged in a learning and community development process of discovery and direct involvement. The essential elements of the Capstone focus on the factors that can contribute to the health of Portland's watersheds. Students work with the Portland Bureau of Environmental Services and a neighborhood group on projects that may include "hands on" activities and/or community outreach/education on work involving watershed protection and restoration in Portland neighborhoods. Projects in the past have included such watershed enhancements as wetlands restoration, community gardens, eco-roofs and bio-swales.

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**CAP: PDX WATER BUREAU HIST**

**Portland’s Water**

Catherine Howells, chowells@pdx.edu

Our community partner for this class is the Portland Water Bureau. This class will focus on the Bull Run watershed (the source of Portland’s drinking water) and the workings of the Portland Water Bureau. We will research the history of the water system, water quality, current issues, and other topics that peak our interest during the term. The class will work with the Water Bureau to develop information products for the public.

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**CAP: PERFORM ART UNDERSTND ADVCY**

**The Performing Arts: Understanding Advocacy**

Suzanne Savaria, ekiya@hotmail.com

Speaking about and advocating for the performing arts is possible for everyone. This course will give students a general working knowledge of the history of classical music, drama and dance. In addition, students will learn about the business of putting on a performance and sustaining artistic organizations. Through interviews, reflection and research, students will create a final project which will be presented to an audience of Portland business people and leaders in the arts community with the goal of marketing the performance and creating a deeper appreciation of the art to be performed.

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**CAP: PROMOTE SUST LIFESTYLES**

**Promoting Sustainable Lifestyles**

Amy Minato, akminate@eoni.com

In light of looming environmental crises, what can individuals do to change direction? In this course we collectively examine our society to determine which cultural and personal values support, and which inhibit, sustainability. Students facilitate lifestyle discussion groups...
and develop a sustainability discussion course tailored to youth for Northwest Earth Institute (NWEI) a local non-profit organization that empowers individuals and organizations to transform culture toward a sustainable and enriching future.

**CAP: REDUCE AIR TOXICS PDX**  
Reducing Toxic Air Pollution in Portland  
Dean Atkinson, atkinsond@pdx.edu  
Oregon DEQ (Department of Environmental Quality) is using an innovative geographic approach to reduce toxic pollutants in the air we breathe. Air toxics are pollutants suspected or known to cause serious health problems including cancer, birth defects, organ damage and respiratory irritation. Young children, older adults, and people with asthma, lung or heart disease may be more sensitive to the effects of air toxics. As part of this geographic approach, DEQ has identified the Portland region as our first location for developing an area-wide air toxics risk reduction plan. In planning air toxics reductions we are looking at risk holistically from all sources in the Portland Region, and developing an area-wide plan to reduce risk from businesses, engines, and residential activities such as wood burning, in proportion to their contribution to the problem. DEQ is naming the project “Portland Air Toxics Solutions” or “PATS.” Under PATS, DEQ will work with a broad group of partners and an advisory committee to develop and implement a ten year air toxics emission reduction plan. Student participants will be involved in facilitation of the mission of the PATS team through research and public dissemination.

**CAP: RESEARCH EXPER SCI**  
Research Experiences in Science  
Erik Bodegom, Bodegom@pdx.edu  
The purpose of this Senior Capstone will be to provide linkages between the student's academic training in the sciences, specifically in physics and the application of this knowledge in the broader community. In particular, students will obtain experience in solving real life problems as future scientists and educated citizens. Through an initial phase the students will be educated as to the expectations of the proper methods to solve issues presented by our community partners. This initial phase will focus on presentation, documentation, and ethics expected by the community partners and the broader scientific community.

**CAP: RETURNING VETERANS PROJECT**  
GRANTWRITING: Returning Veterans Project  
Annie Knepler, knepler@pdx.edu  
Students in this course will partner with the Returning Veterans Project, a non-profit social service organization that offers free and confidential counseling and other health services to veterans and their families. Through a variety of readings (non-fiction, short stories, news articles) and presentations, students will learn about the needs and circumstances of returning veterans and gain a clear understanding of how the Returning Veterans Project works to address these needs. Students will research and write grant proposals in support of the organization with the goal of helping them to increase their capacity and serve more veterans.

**CAP: SCI INQ OUTDOORS**  
Science Inquiry in the Outdoor Classroom  
Rick Hugo, hugo@pdx.edu  
In this course you will volunteer as a Science Mentor with Wolftree, Inc., an award-winning non-profit science education organization. Wolftree brings children in grades 4-12 out of the classroom for small group, hands-on field experiences. Wolftree's primary field site is in the foothills of Mount Hood, with other sites located 60 to 90 minutes from Portland. **Note: Because of 2009-2010 funding cuts in schools, you may spend more of your volunteer days in classrooms than at field sites.** You are responsible for your own transportation, although carpools can usually be arranged. You will also spend several of your “field” days in classrooms preparing students for their outdoor experiences. You'll volunteer one full day per week (Tuesday - Friday) - please enroll in the appropriate course section. All sections will also meet on Mondays to discuss topics related to science inquiry and pedagogy. Wolftree's innovative curriculum is based on following student curiosity rather than leading formal presentations. The course goal is for you to learn and practice the inquiry model of teaching. This course is designed for aspiring educators and scientists, although students from any major will benefit from practicing the Socratic style of dialogue.

No specific science background is required. You will be required to complete a criminal background check BEFORE the course begins. As with any Capstone, students are highly encouraged to contact the instructor before enrolling to discuss the course responsibilities and activities.

**CAP: SEXUAL ASSAULT ED THTR**  
Sexual Assault Education Theater  
Eden Isenstein, eni@pdx.edu  
In this class, students will learn about the dynamics of sexual assault as they practice using theater as a tool for social change. Students will develop a short plays about sexual assault and its prevention based on classroom readings, discussions, prior learning, and lived experiences. This play will then be performed for various campus audiences based on the Theater of the Oppressed Open Forum model, in which audience members are invited to stop and shift the action by joining the play, thereby practicing strategies for facing challenging situations and "rehearsing for the future."

**CAP: SEXUAL MIN YOUTH**  
Sexual & Gender Minority Youth  
Molly Gray, mcg@pdx.edu  
It is estimated that 1 in 10 individuals identify as a sexual minority. Often an already challenging stage in identity development, gay, lesbian, bisexual, transgender & questioning (LGBTQ) youth face a set of issues unique to their daily lives. We examine the paths
sexual and gender minority youth navigate in society, exploring such questions as: What challenges do LGBTQ youth encounter? How do they cope, survive, find understanding & celebrate themselves amidst homophobia and intolerance? How do LGBTQ experiences vary across difference such as race, ethnicity, class, religion, gender and expression? Has the growing strength of political mobilization and visibility of LGBTQ issues affected and/or included the needs of youth? How can youth needs be brokered by social services, families, and the community at large? Our community partner will be the Sexual Minority Youth Resource Center (SMYRC).

**CAP: SUS FOOD SYSTEM & ED FARM**
**Sustainable Food Systems and Educational Farms**
Megan Kupko, greenfarmmama@gmail.com

*Due to the nature of this course, it will be held at Learning Gardens Lab (SE 60th Ave & Duke) with the exception of the first class, which will be held at the designated PSU classroom.*

The time is ripe to be part of the growing sustainable food movement! This class addresses the current food issues that face urban citizens by holistically engaging students in the many layers of Portland's local food and farm culture. Students will critically analyze the state of our current food systems while being engaged in positive solutions to agricultural-related issues. The community partner and classroom is the Learning Gardens Lab, where students will gain hands-on farming experience, experientially explore their personal connection to food and the land, participate in the Learning Garden programs, and positively contribute to food security in our greater community. Students will also build relationships within the local food network through experiences at Ecotrust, Zenger Farm and the Oregon Food Bank.

**CAP: SUSTAIN BIZ IN ACTION**
**Sustainable Biz in Action**
Kim Powe, kpowe@4rsustainability.com

If the sustainability movement is to be successful it must include all people, not just the wealthy few. For low-income small businesses in this economy, it is hard enough to make ends meet, much less distinguish what eco-friendly decisions make sense. In this course, students will review the business, ecological and social justice aspects of the triple bottom line approach to business and apply their learning in action. Students will study methods to communicate sustainable principles to diverse business audiences; assess returns on investments, and to make suitable eco-recommendations. Students will administer a sustainable operations audit with local low-income businesses (in partnership with local community partner) and present appropriate short-term recommendations in a written and oral presentation of their findings.

**CAP: SUSTAINING OREGON**
**Documenting Sustainability in the Pacific Northwest**
James Hillegas, jvhillegas@gmail.com

In 1989, the World Commission on Environment and Development defined sustainable development as "[development that] meets the needs of the present without compromising the ability of future generations." As the 21st century progresses, the concepts of sustainable development and sustainability have become increasingly complex. Partnering with Northwest History Network, this class will explore the idea of sustainability by looking at its historical meaning and document sustainable enterprises in the Willamette Valley through the medium of recorded oral history interviews.

**CAP: TUTORING ADULT ESL**
**Tutoring Adult ESL at Portland Community College**
Michelle Culley, mculley@pdx.edu

Capstone students will tutor adult English as a Second Language learners for 2 - 3 hours a week in local Community College ESL classes. Capstone students must be proficient speakers of English. Students must contact Michelle Culley prior to registration. Tutoring times vary, please contact Michelle for specifics. In addition, all capstone students will meet from 12:45-15:45 every Wednesday on the PSU campus for coursework on ESL strategies and immigration issues.

**CAP: VOLUNTEER STREAM MONITOR**
**Volunteer Stream Monitoring**
Mary Ann Schmidt, maryanns@pdx.edu

Capstone students will coordinate and implement all aspects of the quality assurance project plan (QAPP) for the Student Watershed Research Project (SWRP)'s volunteer monitoring program. Students will work as a team to ensure data quality for the 25 high school groups involved in SWRP. This project requires training, classroom, and field support. This course will integrate chemical, biological and physical watershed analysis skills. In addition, students will be responsible for verifying macroinvertebrate and plant samples, performing field/lab analysis of duplicate water quality samples, and mathematically determining whether the accuracy and precision goals of the QAPP are being met. Students will also be responsible for data management, auditing of student data, providing feedback to data collectors, and evaluating the impact of SWRP on participating students. Spring Capstone Students will support the Annual Student Watershed Summit, where the high school students give both oral and poster presentations on their research projects.

**CAP: WASTE REDUCTION RECYCLING**
**Solid Waste Reduction, Reuse, and Recycling**
Shanna Eller-Segal, ellers@pdx.edu

This Capstone partners with public and private organizations in the Portland Metropolitan Region to increase solid waste reduction, reuse, and recycling through community research, education, and outreach. Capstone students may be involved in activities ranging from designing resources to educate residents, to assisting business meet the requirements for mandatory business recycling, to researching how to reduce waste, increase recycling, and implement composting at public events.
CAP: WOMEN'S PRISON GARDENS
Women's Prison Gardens
Sherrie Barger, sherriebarger@gmail.com
Creating a Larger Purpose: Organic Gardens in Women's Prisons
Students in this Capstone will review, research and reflect on the impact of the incarceration of women, the unique needs of female inmates and the diversity of individuals in correctional facilities through structured activities, required readings, video, dialogue and reflective writing. Through the study of existing prison garden programs, students will develop a model for a garden program at Coffee Creek Correctional Facility (CCCF) and identify available resources and potential community partners. Working in teams, students will create a presentation on one aspect of a prison garden program for potential stakeholders.
Class time will focus on issues affecting incarcerated women, the larger prison system, and prison gardens as a tool for healing and change for female inmates. Specific educational tools and methodologies will be used to engage students in collaborative, meaningful dialogue and exchange.
Students will have the option of visiting the prison garden with instructors outside of scheduled class time. The facility is 20 minutes from Portland and carpooling will be available. Any student wishing to visit or volunteer in the garden will be required to fill out a form for a Department of Corrections background check during the first week of class. Garden visitation is not a requirement of the course. Students choosing not to visit the prison garden will be asked to complete other service work related to the class topic.